REPORT RESUMES

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REVIEW OF STANISLAUS COUNTY MULTI-OCCUPATIONAL VOCATIONAL TRAINING PROJECT, 1964-1965.

MODESTO JUNIOR COLL., CALIF.

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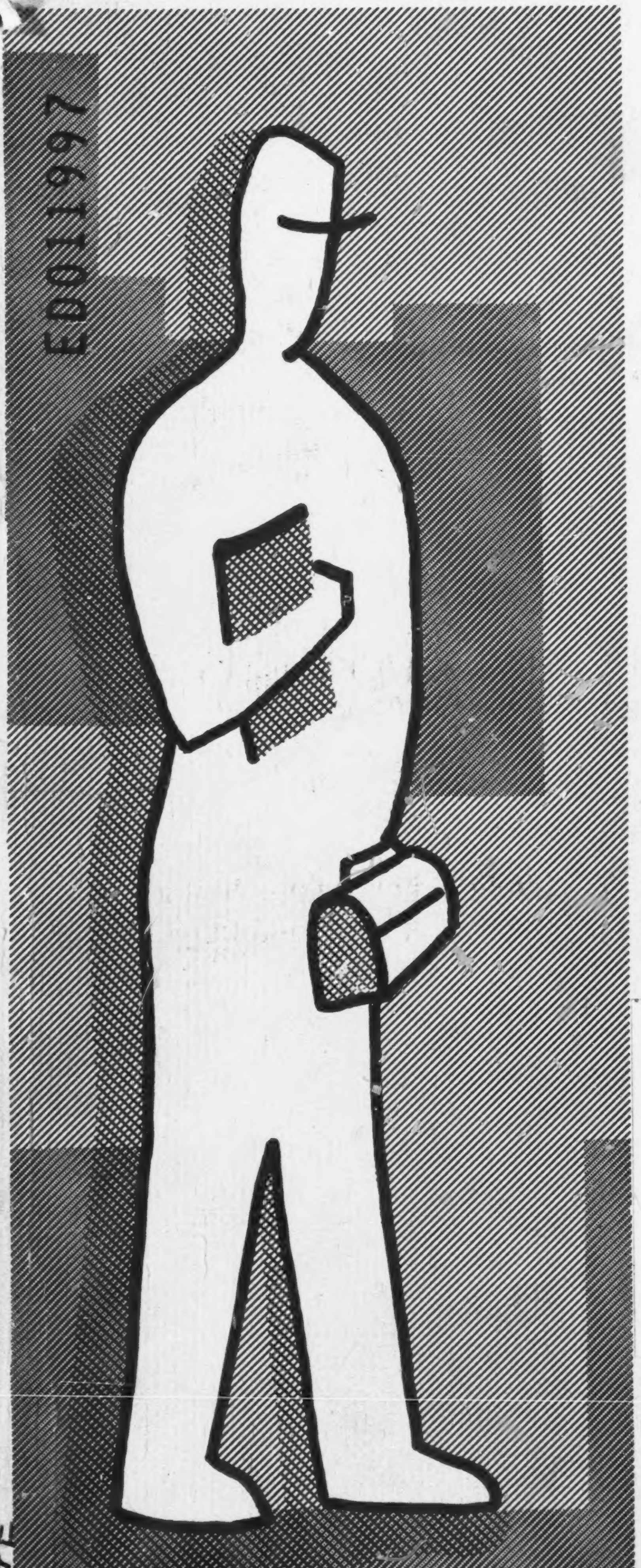
THIS REPORT OUTLINES PROBLEMS ENCOUNTERED AND PROGRESS MADE IN THE STANISLAUS COUNTY, CALIFORNIA, TRAINING PROJECT. INITIAL DIFFICULTY IN SECURING FEDERAL APPROVAL AND FUNDS FOR PREVOCATIONAL OR BASIC EDUCATION WAS ENDED BY THE AMENDED MANPOWER TRAINING AND DEVELOPMENT ACT. HOWEVER, DIFFICULTIES, MAINLY IN REORIENTING PREVOCATIONAL AND VOCATIONAL INSTRUCTORS, OBTAINING SUITABLE MATERIALS, SETTING UP COURSES, AND SELECTING TRAINEES, AND THE MEDICAL, EMOTIONAL, FINANCIAL, AND OTHER PROBLEMS OF TRAINEES, STILL HAD TO BE MET. PROJECTS, IN BASIC READING AND ARITHMETIC AND IN READING ABOVE GRADE 4 LEVEL USED READERS' DIGEST MATERIALS, THE SCIENCE RESEARCH ASSOCIATES READING LABORATORY KIT, "NEWS FOR YOU" (LEVEL B), AND LOCAL NEWSPAPERS, AND STRESSED PRACTICAL ACTIVITIES AND EXERCISES, TESTS AND DRILLS, AUDIOVISUAL AIDS, AND DISCUSSION AND COUNSELING. COMMUNITY RESOURCES (FIELD TRIPS, WORK EXPERIENCE, RESOURCE PERSONS, CULTURAL ENRICHMENT) SUPPLEMENTED THE CLASSES. VOCATIONAL AND PREVOCATIONAL PROGRAMS AND AUXILIARY SERVICES COME UNDER THE YOSEMITE JUNIOR COLLEGE BOARD. PLACEMENT FOLLOWUPS SHOWED GAINS IN EMPLOYMENT, WAGE SCALES, JOB TENURE, AND TRAINING RELATED WORK THE DOCUMENT INCLUDES PERSONNEL REQUISITES, TEST RESULTS, EMPLOYMENT DATA, PATTERNS OF LOCAL AND STATE COOPERATION, THE OVERALL STATUS OF PROJECTS, AND THE COMMUNITY SERVICE ROLE OF THE JUNIOR COLLEGE. (LY)



ED011997

Review of Stanislaus County Multi Occupational Vocational Training Project

1964-1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Adult Division
Modesto Junior College and
Modesto Evening High School
Yosemite Junior College District
September 1965

AC 000 914 E

To the Members of The Board of Education
Modesto City Schools

The Board of Trustees
Yosemite Junior College District

The purpose of this report is to inform members of the Modesto City Schools Board of Education, the Yosemite Junior College District Board of Trustees, members of the Yosemite Junior College and Modesto City Schools staff, members of advisory committees and interested community organizations and individuals of the progress made and problems encountered in the Stanislaus County Multi Occupational Vocational Training Project approved under the Manpower Development Training Act in September of 1965.

It is by no means complete for it cannot be and it is an effort to describe the program developed and to chronical the events which occurred, cite the problems encountered, and provide a basis for future planning and direction.

The past year has been an extremely busy and challenging one in the implementation of this project. As will be noted in the body of the report, it took its toll of the people associated with it in many ways. Some positive and some negative. We have done the best we could to work through the problems and come up with a program worthy of a public school system as it seeks to meet the needs of all of its citizenry in swiftly moving modern times.

The battle is not over yet, but the first skirmishes have been fought. Only the future will tell whether we were in the right place at the right time with the right program. We are convinced that we are on the right track.

Patricia C. Hertert	Harvey B. Rhodes
Curriculum Assistant	Vice-President
Adult Division	Adult Division
Modesto Junior College	Modesto Junior College

September, 1965

I. BACKGROUND OF THE PROJECT

Defining the Problem

The Period of "It Can't Be Done"

Birth Pangs

Infancy

I. BIRTH OF THE PROJECT

A. Defining the problem

In the Spring of 1962, the staff of the Adult Division undertook a study of the characteristics of its enrolled students in order to determine the direction which program planning in the Adult Division should take. This study showed that very few adults from the lower socio-economic residential areas of the city were participating in the adult program. This information, along with more frequent requests from students of low income groups vainly seeking vocational training which did not require the high school diploma as a prerequisite to training or employment, caused us to look more carefully at the needs of this segment of the adult population.

The results of this study culminated in the report An Analysis of the Characteristics of the Unemployed and Undereducated as they Relate to Program Planning for Continuing Education in Modesto. The findings of the report clearly showed that much work needed to be done in building up the educational level of the adult population if members of this group were to compete on the existing labor market and to provide an adaptable labor force for the labor market as it undergoes such rapid technological change particularly in the major hiring areas of agriculture and food processing.

Four types of programs were implied by the information contained in the report. These were:

1. Classes presented in cooperation with a specific agency where participants are designated to learn a specific skill.

2. Classes presented in cooperation with members of agricultural organizations to up-grade their training skills as they in turn train workers.

3. Academic and vocational programs presented with the responsibility for participation resting entirely upon the student.

4. Community level development and improvement programs.

Along with an analysis of the types of programs which might be instituted, an inventory of the resources available to the division was made. Realizing that work in these areas could not be financed adequately on the ADA basis because of the lack of instructional facilities, it was decided to seek financial support outside of the usual structure.

B. The period of "It can't be done."

Potentially interested private foundations were the first target of attack in seeking financial support other than state monies. Requests to some 150 private foundation with educational or rehabilitation interests resulted only in negative responses because of their long range commitments elsewhere or particular regional interests.

During this period, the national interest in vocational retraining and rehabilitation of low income groups was just beginning to emerge and three pieces of legislation carrying financial resources with them were enacted:

1. Area Redevelopment Act (ARA) -- the purpose of this legislation is to encourage local community organization to survey its economic situation and to develop plans to overcome problems of an economic nature through government assistance to the community unit. To qualify under this legislation, the area must be designated as a depressed area with a chronic unemployment rate of six percent or over. Stanislaus County had been so designated and the Board of Supervisors had formed the EDAC Committee to study the economic problems of the county.

2. Manpower Development and Training Act of 1962 (MDTA) -- the purpose of this legislation is to alleviate unemployment through vocational education. Trainees under this program receive payments not to exceed weekly unemployment benefits for the limits of time not to exceed fifty-two weeks (later extended to seventy-two weeks). In 1962, MDTA included only vocational training and not prevocational or basic education.

3. Work-Education Training -- Welfare legislation passed by the Legislature in the 1963 session. This legislation extended Aid to Needy Children to children of unemployed parents and allowed for the development of a program of work experience and training for recipients.

It should be noted that in 1962, all federal legislation was concerned solely with vocational training and did not allow for the prevocational or basic education. To enter into a large scale vocational training program without the prevocational or basic education foundation to it appeared completely unrealistic to the staff of the Adult Division in light of the characteristics of the local population. Unless our only goal was to train the "cream" of the unemployed crop, we felt it absolutely mandatory that the total program be based on a firm foundation of basic education. How else would the unemployed qualify for and succesfully complete vocational training in view of the fact that 9.1% of the adults of Stanislaus County were classified as functional illiterates, having not completed the fourth grade. This foundation of prevocational work has been the basis of our program from the beginning.

It should also be noted that each of the above mentioned pieces of legislation required a study of job demand areas by the Department of Employment to insure that vocational training was provided only where actual jobs existed in the community. Unfortunately, locally the prevailing opinion seemed to be that:

1. the only jobs available for low skilled people were seasonal, not year-round

2. the unemployed wouldn't qualify for the vocational training necessary for existing demand job areas such as office workers, etc.

3. people would rather draw their unemployment than go to school anyhow, or the unemployed don't want to work

4. as soon as the cannery season started, the trained persons would return to the cannery creating seasonal demand areas

5. low skilled jobs didn't pay enough to encourage people to train for them as unemployment benefits paid more than the usual wage in some areas.

In the spring and summer of 1963, the Chamber of Commerce Education Committee had become interested in the general problem of school dropouts and problems of low income groups. In view of the difficulties which we were having of getting a realistic assessment of existing jobs in the community, this committee agreed to carry out a job search among its membership which it did during October of 1963. Based on incomplete returns of twenty percent, the results of this job search showed one-hundred-ninety-seven jobs available at that time with five-hundred-seventy-five jobs available within six months to a year. Armed with this scanty, inadequate information, we held discussions with the Department of Employment personnel at both the local and state levels and these resulted in a closer look at the Modesto-Turlock Labor Market. In order that the local office would have sufficient personnel to carry out such a task, a team of job searchers was assigned from the state office to carry out this search. This more extensive job search turned up tentative job demands for some three-thousand-one-hundred workers over a three year period in the Modesto-Turlock Labor Market in thirty-one different occupational categories. Here at last, there seemed some real community need to provide entry level vocational training for adults as well as a need on the part of many citizens in the community. Also, unbeknownst to us, the diversity of the occupational areas in demand allowed the project to later qualify as a Multi-Occupational project which saved many, many headaches as it finally came into being.

During the summer of 1963, an extensive application for an experimental demonstration project giving emphasis to prevocational training or basic education was prepared and forwarded to the Area Redevelopment Administration in Washington (ARA). The purpose of this was to help people qualify for the MDTA program. As there was no intermediary governmental level to service this agency, communications were directly with the federal level. An advisory committee to the Adult Division on problems of implementing the low income study formed at this time. The Fall of 1963 found this application bogged down in an interjurisdictional squabble between two federal departments. The application was denied with the suggestion that experimental and demonstration funds were available through the Office of Manpower, Automation and Training (OMAT). In the Spring of 1964, negotiations between the regional representatives of the Department of Labor, Department of Health, Education and Welfare, and Department of Commerce were held and a second application was developed and placed with OMAT, again with every assurance that it would be approved. Approval came at the state level, but for the first time in the history of that organization, approval was not forthcoming at the federal level because of the number of experimental programs being carried out throughout the nation. This denial in July of 1964 almost convinced us "it can't be done." In the meantime, Congress had approved amendments to the Manpower Development and Training Act in December of 1963, providing for twenty additional weeks of training which could be devoted to basic education or prevocational training. Therefore, the entire Stanislaus County would now fit within the framework of the Manpower Development Training Project. So, July and August saw frantic work when the application was rewritten and submitted to the state agencies for review and approval and it is this application which is now in operation as the Stanislaus County Multi-Occupational Vocational Training Project. Total approval was for $1,200,000.00 --- $717,000.00 of which was estimated for educational costs with the remainder going to employment costs. Approval for the project came late in September of 1964, after three years of frustration and inquisition. During this time, we learned that the frequent comment, "You can't do that" is really translated to mean that it had never been done before.

Looking back over the period of time, late spring of 1963 and mid-summer of 1964, this was the period of greatest frustration, for we knew that we had a problem and there seemed never ending and unnecessary barriers thrown in the way of the troops trying to reach the battle line. These were in the interjurisdictional squabblings between federal departments, between state departments, between federal and state departments, even between departments in the same agency. The implications by agency representatives that we didn't know what we were talking about either in the problems facing us or how to solve them was particularly annoying when we were at the college were actively concerned with a multitude of educational programs for a large segment of the local community. The sensativity to the Civil Rights movement by selection panels and review teams while our problems seemed so much greater in other areas was the occasion of much frustration. Perhaps the most important thing that we learned was that if we were ever to get to the battle line, the usual lines of communication were not going to work and that someone would have to rock the boat. Our experience seems to be being duplicated as projects under the Economic Opportunity Act are being formulated.

The most rewarding aspects of this period had to do with the encouragement, support, and help of the Superintendent and his staff, members of the Board of Education, and interested citizens, who, aware of the facts and faced with many other problems, were willing to say in essence, if there is a task to be done, there must be a way to do it, so let's keep trying and try we did.

C. Birth pangs

Final state approval for the Multi-Occupational Training Project came during the third week of September, 1964. The task then was for the five certified staff members to get the project off the ground by mid-November when the unemployment season starts. The magnitude of this task increases when one considers that these same five were already involved in providing educational programs for some 17,000 adults who were enrolled through the division.

The first task seemed to be to find a director and program development staff who could do the work necessary to get started. This turned out to be a pipedream because of the complexity of the project, the lateness of the contract time, the lack of enticements from a continuity stand point, notably, no tenure, and no assurance how long the project would last. So it was decided to concentrate on getting the prevocational sub-project off the ground as primary target and then to work along in the program development in the vocational areas using the existing staff. Fortunately, work in the area of short-term vocational training and working with unemployed or welfare cases was not entirely new to the college, as MDTA training classes in LVN, nurses aides, and custodial training had been carried on prior to the approval of the Multi-Occupational Project. A referral process for welfare recipients had been worked out between the Department of Welfare and the Adult Division which was working smoothly for persons qualified to enter the regular program. Fortunately, also the three years of inquisition had assured us of having a detailed plan concerning the content of the prevocational program, and fortunately, there were enough materials available in the evening elementary program which could be on a shared basis until new supplies and equipment arrived. Therefore, attention could be turned to the all important task of where to find staff who could work in this type of a project who were not committed as of the third week in September.

Somehow or other, this was accomplished and November 16 brought us the first forty-seven adults to start the prevocational program. As buildings were not yet ready, classes were held in temporary quarters at the college until January when the first section of the New Hope Adult Retraining Center were finally completed.

The task of program development in each of the vocational areas was not so easy. It was decided to start on those areas which were most closely related to existing programs, as these could be the most easily modified and existing experience could be more easily brought to bear. In many cases, advisory committees already existed who could assist with this program development. Existing staff members undertook this task and started searching for other potential staff who might assume these responsibilities for the MDTA project. By early spring some relief personnel were in sight but still the load was being carried by people with two full time jobs.

D. Infancy

As of June 30, 1965, the Multi-Occupational Training Project is underway forming an organized attack on the problems of undereducated and unemployed adults and the local job market. The prevocational sub-project is operative and the staff has gained enough experience at this point to allow them to begin to evaluate it critically. Vocational training is being or has been offered in twelve of the thirty-one job demand occupations and program development is underway or completed in twelve more. An organizational structure has evolved and attention can now be turned to the identification, analysis and solution of unanticipated problems.

The information following is an attempt to describe the total project as it exists at this time in order that our experience is not lost for lack of a reporter and so that we have a line upon which to base our future activities. This description will be inadequate again because of the pressure of time and energy. However, it will at least serve to pull together our operation after nine of the most challenging work months any teacher, supervisor, or administrator could ever have. Only time will measure the effect of the project on the lives of the people who are touched by it.

II. THE INSTRUCTIONAL PROGRAM

Content and Instruction

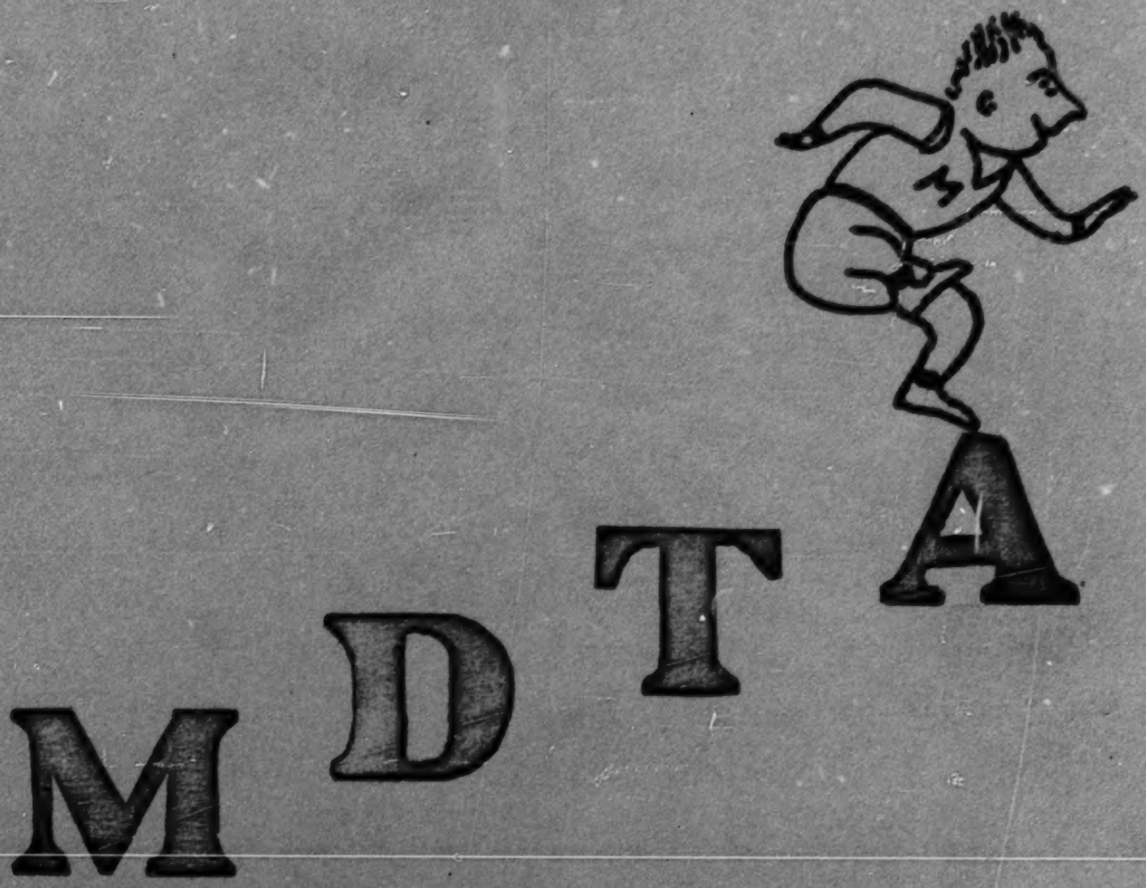
Testing

The Community as an Instructional Laboratory

Orientation

Non-Learning Problems

Staff Planning



II. THE INSTRUCTIONAL PROGRAM

A. Prevocational

The Prevocational Sub-Project started on November 16 with 47 trainees. These were divided into three general levels of achievement; beginning, fourth through eighth grade level, and eighth grade and above. During the first few weeks of the program, the instructional program was divided into three periods each day with each trainee working in math, the language arts and motivation daily. In February it was possible to add staff and the day was then divided into four periods. The basic program as started in November was continued with the addition of history and government for those seeking to qualify for the eighth grade diploma, English as a Second Language for those who were bi-lingual, and speech for all other students. This program continued until the summer months when the staff decided to experiment with enrichment while the various specialized staff was on vacation.

1. Beginning Reading

The student assigned to the beginning level has problems which are peculiar to this group and are found at a much lesser degree among other trainees. Having been often in situations where reading is being done by others and where this person cannot perform, he builds up a fear of reading and the situations it implies...that he KNOWS he can't handle. This insecurity makes him unable to use what he does know. Put in a reading situation, he will often attempt to escape or he panics, freezes and becomes unable to TRY to learn.

What he does know is often isolated words or fragments of ideas but no concept of the way words work. He has "pothole knowledge" and if the instructor assumes that what he knows is enough to build on, the teacher and the student soon run into a "hole" and must go back to identify what he does know and why it works.

Usually this person has a wife or friend on whom he leans to have things read to him. In class he often has a person he clings to to help him. This person either says he knows nothing at all, or he pretends to know much more than he really does. He does not have any base line against which to measure what he really knows. And his ego won't let him admit the truth. This student has a tendency to verbalize as this has been his sole way of communicating.

Because of the heterogeneity of the group, many opportunities for individualized instruction must be provided.

a. Materials used

Reading - Home and Family Life Series, Books 1 through 4
Readers' Digest Skill Builders, Books 1 to 5
Under-water Series,
News for You, Level AA

Arithmetic - Steck Arithmetic Workbook, Grade 5
Using Dollars and Sense

b. Instructional techniques and aids

Reading - Trainees need to go back and review the learning of reading, step by step

1. sounds of consonants
2. sounds of short vowels
3. sounds of blends
4. sounds of diphthongs
5. endings
6. variants
7. syllables

With this group, phonics appears to be the best aid toward reading independance. Trainees don't understand the relation between letter symbols and the word. They are usually poor memorizers. They need to realize that in reality they teach themselves how to read with the teacher teaching them how to teach themselves.

Classroom technique activities which have been helpful in working with trainees at this level are as follows:

1. phonics drills... step by build-onto-step
2. short excerpts from things they might read--such as driver's license tests, pamphlets, etc.
3. sheets of cut-up words before they read
4. drawings to label-such as body parts, clothing, ads, houses
5. mimeographed pages from the book cut into phrases
6. spelling tests
7. writing dictated sentences
8. writing notes to boss, to wife, etc.
9. reading children's books on interesting subjects particularly science
10. working with a "phonics buddy"
11. learning how to teach oneself to spell
12. developing curiosity through discussion
13. using bulletin boards to encourage expanding awareness
14. speaking before the group on hobbies and interests
15. reading town nemes on maps
16. identifying main points on chalk board with colored chalk
17. using little sketches and "silly" illustrations to illustrate ideas

c. Instructional problems

Perhaps the difficult problem to overcome is helping the trainee to put reading in its proper perspective both as how to learn to read and how to use the skill once it has been learned. Trainees know that they need to know how to read to get a good job, but they don't see what reading has to do in the keeping of the job.

The tendency to verbalize often gets in the way of the new reader as he finds it easier to "talk" than to concentrate on the task at hand. The teacher must be able to shift rapidly to accommodate the short attention span. Constant attention must be given to alternating periods of activity with quiet study to extend the attention span.

2. Reading for trainees above the fourth grade level.

In planning reading experiences for trainees with some facility with reading skills, an attempt is made to tailor the reading program to the needs of the individual trainee. The instructor in these groups has two functions; the first of helping the trainee to build on the skills which he already has in order to broaden and strengthen this area, and second, to assist him to overcome any incorrect practices which he may have developed. This latter is particularly important in the study of language and speech.

After gathering information about each student through personal interviews, cumulative records, and reading inventories, and opportunities for oral reading, and after having observed the student in his likes and dislikes, work habits, his goals, and how he sees himself in class and outside of class, the reading specialist is then ready to design a course of study for the individual trainee to follow. This includes the following:

a. identifying the weaknesses and strengths in reading ability, speed, and comprehension, and basic skills including skimming, finding the main idea, SQ3R, summarization and vocabulary development. (Skim, question, reread, review, relate.)
b. helping student locate the source of reference materials
c. working with the student in small group instruction
d. providing opportunities for free reading from the class library and from the Bookmobile
e. helping trainee to overcome psychological blocks and barriers to recreational reading
f. providing opportunities for exposure to practice proper use of grammar, public speaking techniques, etc.
g. helping trainees to be critical and evaluate the material which has been read, seen, or heard and define ways of incorporating it into his store of knowledge
h. working with students on spelling, writing, and language
i. helping students to see the necessity of helping oneself in gaining further insight into personal, academic, economic, and psychological problems
j. providing opportunities for continuing and on-going student and teacher diagnosis as to progress toward established goals. Response to these opportunites have been evidenced through observed change in attitude toward reading, use of the class library, and the Bookmobile, increased in ability to use the basic skills, change in the self concept through successes achieved in the classroom, and feedback from the vocational instructors concerning trainee progress.

a. Materials used -

In providing materials for the reading laboratory, an attempt has been made to secure a great variety of materials both for the development of reading skills and free reading activities. No single set of textual material can be identified as the instructor draws from a great variety of materials and develops group lessons from many sources.

b. Instructional techniques and aids -

1. Use of Readers' Digest
    a. SQ3R (Skim, Question, Reread, Review, and Relate)
    b. Skimming
    c. Survey
    d. Vocabulary meaning
    e. Main idea, dates, author intent, mood, purpose
    f. Comprehension
    g. Interpretation and critical thinking
    h. Evaluation
2. Use of S. R. A. Reading Laboratory Kit
    a. Increase exposure to language usage
    b. Word recognition
    c. Prefixes and suffixes
    d. Synonyms and antonyms
    e. Syllabication
    f. Contextual meanings
    g. Familiarlity with testing
3. Word games
    a. Large word breakdown
    b. Dictionary search for meanings
    c. Thesaurus hunt
    d. Homonyms
    e. Password
4. Reading of Newspapers
    a. The Valley Bomber - Castle Air Force Base
        1. Technical vocabulary
        2. Political content
        3. Editorial reactions
    b. Modesto Junior College Adult Division Newspaper
        1. Identification with educational institution
        2. Awareness of local educational attitudes
    c. News for You - Level B
    d. New Hope News
5. Stress on grammar and punctuation
    a. Common errors in reading, writing, and speaking
    b. Parts of speech
    c. Sentence structure
    d. Use of comma, capitals, colons, semi-colons, exclamation points, parentheses, etc.

6. Use of T-Scope.....Instant Words and Phrases
   Motivation for:
    a. Better phrasing
    b. Increasing concentration
    c. Perceptual speed and accuracy
    d. Memory testing
    e. Handwriting experience

7. Handwriting

    a. Forming of letters
    b. Work on smooth flow
    c. Awareness of neatness and accuracy

8. Oral Discussions

    a. Reinforcement of positive attitudes
    b. Gaining of new insights
    c. Impart instructions for writing reports
    d. Need for good language usage in everyday life

9. Dictation of sentences

    a. Self-assessment
    b. Immediate correction of errors
    c. Evaluation

10. Use of Dolch and Botel Basic Word Lists

    a. Written repetition and usage

11. Accelerator of Pacer Technique-Usage

    a. 3 x 5 card to prevent regression

12. Class discussion of reading and complexities

    a. Eye movements
    b. Regressions
    c. Fixations
    d. Causal relationships

13. Vocabulary Development

    a. Study of prefix, suffix, etc.

c. Instructional problems -

Perhaps the most obvious instructional problem facing the instructor of this group is the volume of work to be done when one considers that his assignment has been one of the total area of the language arts rather than solely the reading aspects of the program. During the spring, an attempt was made to divide some of this load by offering a class in speech however, this was not feasible for all students because of those who needed history and government. Greater attention will be given to a more equitable division of the instructional load when fall schedules are developed.

3. Arithmetic

As in the reading classes, there is a wide diversity of pot-hole knowledge found in students in math. Upon entry into the class, students are given a simple diagnostic test in the four fundamental processes to identify areas needing attack. Most adults appear to be able to handle the four processes but seem to have difficulty in multiplying with three numbers and long division. Fractions also cause some difficulty.

Attention is also given to decimals and percentage particularly as it pertains to loans and interest. Questions on New Math have arisen because of the fact that some of the trainees children are concerned with it in school.

The more advanced group of students were given some work in business math as they prepared to enter the business training area. Two or three who were not destined for business areas but wanted to go on in math have been introduced to programmed algebra.

a. Materials Used

1. Shea Working with Numbers - Refresher level and grade 5
2. Brice's Arithmetic
3. Temac, Programmed Algebra I
4. Business Arithmetic

b. Instructional Techniques and Aids

The buddy system has worked well. In order that the weaker students might have more individual help, strong students were assigned one of two persons to instruct. This plan worked well in that it allows for cooperative action and helps set the learning of the teacher buddy as well as provide for reinforcement of interest in the learner buddy.

Visual aids such as flash cards, the flannel board, the chalk board have been useful.

Individualized study and teaching is mandatory because of the diversity of problems of the trainees and their different times of entry into the classroom. Attempts are also made to provide the specialized type of math experience that they will need for the vocational area which they propose to enter.

c. Instructional Problems

Unbalanced class loads has continued to be a problem. Although one might expect that this would be controlled by class size in reading groups this has not been the case because the differences found in achievment levels in reading and math. Sometimes beginning readers are ready for more advanced work in math. Their reading level then limits what they can do in problem solving.

A small problem has existed in providing worthwhile math activities for those trainees who are beyond the level of greatest proportion of the other students but who are not ready for vocational training. A small attempt has been made to use programmed materials and this will be further explored in the coming year.

4. Motivation and Job Orientation

Approximately one third of the prevocational program is devoted to an organized instructional program aimed at bringing about an increase in positive attitude concerning the work world and the world in which we live; in short, to help the trainee learn that the self has to be achieved by positive effort and did not come idly by.

Two instructors are working in this phase of the program. The Vocational Counselor, Mrs. Painter, works in group counseling and in individual counseling with the main purpose of aiding the trainee to see himself and his environment in a different way than he has seen it so he can adjust to his problems. Although she is primarily concerned with vocational choice, much of her work with students is concerned with the myriad of non-learning problems which hinder them in making a realistic vocational choice.

Content in this phase of the program has been concerned with the structure of the labor market, the demands of the employer of his workers, employer-employee relationships, inter-personal relationships with employees, job orientation, the role of the family as it pertains to the work world, and the working woman as a homemaker.

Content for the class work develops from listening to the needs of the individuals particularly as students and teachers mingle informally during coffee breaks or noon recess. It has been found that a presentation and discussion of a topic of general incidence and concern such as alcoholism, child truancy, financial problems, personality difficulties, etc. may appreciably help the individual to analyze and solve his own problems. Drawn from a wide area as it is, to be effective and instructional it demands organization and structure upon which a planned presentation allowing for much student participation.

The work done by Mr. Davidson, project sociologist, is somewhat more diffuse in origin. Through his classroom program, he attempts to provide opportunities for trainees to explore the achievement of self through a better understanding of inter-personal relationships, in short, the order of nature. Much of the classroom activity is aimed toward providing opportunities through which students can learn how to assume responsibility. Content for this phase of the program can arise out of any facet of school or community life and does. To this end, we stress the total involvement of the trainee in as many meaningful situations as possible.

One of the obvious characteristics resulting from our work with trainees seems to be that many of them are quite apprehensive and fearful in the group situations. To be called upon to participate verbally in front of a group or directly with authority figures causes an emotional impact. The staff feels that if trainees are to compete in the complex world of today that practice and participatio is needed to overcome these deficiencies. While the trainee struggles with this involvement, it has commendable meaning to him in the growth of self confidence, and an understanding that successful inter-personal relationships demand responsibility on the part of the participants in the willingness to become involved rather than stand aside to let the world drift by them. From a motivational standpoint, the sociologist attempts to bring into the lives of the trainees a cultural enlightenment as to the many opportunities they have available in today's world.

We belive that by their involvement and understanding of this struggle, they will not so easily alienate themselves, withdraw, and restrict their thinking if they see how much they have to offer and to give to society. For example, at times it is necessary to use healthy anxiety to make the trainees aware of the social problems of civil rights, juvenile delinquency, alcoholism, etc. which exist in today's world. By focusing their attention on such challenging problems which are very close to them, they begin to develop skills in problem solving. In the process they actually end up teaching others in the class and in so doing, develop within themselves, a feeling of dignity and worth as an individual.

Trainees are encouraged to express themselves openly and without reservation in the classroom. Problems for which they express concern and fear are facing employers, getting along with each other on the job, joining the union, and the influence of their past work experiences and references so that they are accepted as they are changed. The feeling of the staff is, while there, if they can learn to verbalize their problems and deal with them objectively with the professional guide of the teacher, this appears to provide practice so that they do not meet a job situation unprepared, unwilling, and afraid to share these problems with others. The staff at New Hope feels that one of their major functions is to serve this need.

It has been a new experience that these trainees show increasing concern and alertness in direct proportion to the length of time which they shared at New Hope.

Motivation after all, is concerned with getting these trainees to think and to struggle with the real problems of life that they may encounter in the world of employment.

Instructional Problems

There are no guidelines for this phase of the program. Each instructor must identify those areas which appear to be important and seek to devise ways of exploring them with students. This will include group and individual counseling and casework.

This phase of the program is very difficult to describe or chronical as it is intangible. However, we feel that without it, students would be unable to enter the work world adequately prepared to help themselves.

One of the dangers of this aspect of the program appears to be that since it is such a necessary thing that there is a tendency to build it into all parts of the program to the detriment of the basic skills program. The trainees often feel a kind of hopelessness, passivity, self-doubt, and are ignorant of the necessary social and economic skills. Much effort in the part of the entire staff is necessary to break through this psychological and emotional protection from the alien and hostile world in which they find themselves.

B. Vocational Instructional Program

1. Course Content

It is unnecessary to describe the course content of each of the vocational sub-projects, as a very detailed course outline prepared with the assistance of advisory committees and approved by the California State Department of Education is available in each of the instruction areas. Copies of these have been previously forwarded to board members for their information and are available upon request from the Adult Division, Modesto Junior College or the Bureau of Vocational Education, California State Department of Education.

2. Instructional Problems

a. Program development

As noted elsewhere in this report program development in vocational areas has been somewhat slower than anticipated because of the lack of staff. This problem has now been overcome with the staffing of three program development positions having sole responsibility for MDTA Projects. Advisory committees have been tremendously helpful in assisting with this task and continue to be of material assistance in helping us implement these programs.

b. Assisting instructional staff in the vocational areas

As noted in the section of staffing, vocational instructors are first skilled craftsmen and then teachers. Because of this they often need much assistance in lesson planning, classroom organization, locating necessary supplies and orientation to the overall goals of the project. Again it has been difficult to provide these necessary services with insufficient staff time available. It is anticipated that this problem will likewise be minimized with supervisory staff available to provide this service.

c. Locating and securing appropriate instructional materials

In some of the vocational areas, notably Cook and Kitchen Helper, Waitress Training, and Groundsmen-Gardeners, some difficulties were encountered in securing suitable instructional materials. This necessitates tailormaking, written materials, manufacturing mock food items, etc. to assist the instructor in implementing the course outline.

d. Adjustment of instructional program

After the first experience in a number of vocational areas, the organization and length of the course has necessitated a revision. This has occurred particularly in the Cook-Kitchen Helper program where these two areas will be reorganized and divided rather than combined as in the first section. Several courses appear to require additional time if the trainee is to be adequately prepared to enter the labor market. Increases in the length of the course have been or

are being requested in the following areas: Nurse's Aide, Groundsman, Sales, Bookkeepers. In the case of the Cook-Kitchen Helper program, a request is being made to shorten the program. Other revisions are being considered concerning additions or deletions of particular subject matter to provide a better instructional program. This cannot be considered a problem but rather a part of continual evaluation of each instructional program based on the experience of teachers and students.

e. Screening and selection of trainees

Early experience indicated a need to give continuing attention to careful screening and selection of trainees referred directly to vocational areas. This has been a particular concern in the higher level programs such as L.V.N. Some of the problems have been minimized by the latitude provided within the Multi-Occupational Training Project for redirection into other vocational areas or return to prevocational for work on basic skills or job oriented problems.

C. Review of Testing Procedures

The testing of students in the prevocational program at the present time is limited to the General Aptitude Test Battery and the California Achievement Test in the following order:

General Aptitude Test Battery - Form A

Administered by the Department of Employment prior to selection for the program and basis for selection of vocational training area. This includes the regular and IPAT form.

Informal Reading Placement Test -

Administered by staff at New Hope during first morning orientation sessions. This test is made up of graded word lists through approximately grade five and allows the tester to determine an approximate level of reading skill and is the basis for assignment to sections.

California Achievement Test - Form w

Administered by the Vocational Counselor at New Hope sometime early in the trainees attendance usually around the third week. This test allows for the establishment of a base line of achievement level which is readily understandable for the trainee.

California Achievement Test - Form X

Administered by the Vocational Counselor at New Hope sometime after the tenth week of attendance to allow the trainee to determine areas of growth and those needing additional work. Due to the overload of the Vocational Counselor and the non-availability of a testing technician, we were unable to complete the second test of most trainees.

General Aptitude Test Battery - Form B

Administered by the testing technician at the Testing Center of Modesto Junior College to determine aptitude level after prevocational work and prior to entry into the vocational training program.

The above testing pattern is used for trainees who indicate achievement levels of grade four or above as those at the beginning levels would be unable to function to any positive degree in a paper and pencil test. The beginning level group has been given the computation part of the California Achievement Test as this skill does not appear to have much relation to reading achievement levels.

Observations on the Change of Scores in the General Aptitude Test Battery

GATB Test and retest scores are available for 27 of the trainees who have transferred from prevocational to vocational training. In taking an average of the score changes, there was a general increase in test scores as follows:

Factor:

G	3.1 points	P	3.6 points
V	1.8 points	Q	3.2 points
N	6.4 points	K	8.1 points
S	4.5 points	F	6.5 points
		M.	9.4 points

It is interesting to note that relatively little increase is shown in V (Verbal Aptitude) whereas considerable change was made in N (Numerical Aptitude) and S (Spatial Aptitude). Both of these areas receive considerable attention in the prevocational program. We are at a loss to explain the F (Finger Dexterity), M (Manual Dexterity), and K (Motor Coordination), as no particular attention is given to these areas in the prevocational program. A possible explanation is the practice factor and relaxation which comes from knowing what to expect in the test after having taken it before.

Although the above is an average of the points increased, it is interesting to note that of the 27 trainees having scores for both forms of the test, 9 showed a loss of general intelligence scores ranging from 1 point to 9 points. 2 showed no change. 16 showed an increase of points in general intelligence, 11 of whom showed an increase of 1 to 8 points while 5 showed an increase of 10 to 12 points.

Of those showing the greatest gains, most scored an original general intelligence level of between 95 and 105, however, 3 trainees originally scoring between 70 and 75 likewise showed substantial gains. No conclusions appear to present themselves concerning those trainees registering a loss in general intelligence level.

GATB

Review of Test Scores for students who have completed Prevocational work and who have been transferred to Vocational Training.

The first score is the GATB Test score received from the employment service upon entry of the trainee into prevocational work. This test is administered by the counseling personnel at the Department of Employment. It may or may not have been administered immediately prior to entry into the program.

The second score is the score of the Form B of the GATB which is administered by the College just prior to the trainees entry into vocational training.

The third set of figures indicate the gain or loss which the trainee has shown when the two scores are compared

Trainee	G	V	N	S	P	Q	K	F	M	
(1)	64	78	63	61	69	77	76	65	38	
	62	80	61	58	56	89	93	66	97	
	-2	+2	-2	-3	-13	+12	+17	+1	+59	
(2)	78	86	67	91	91	89	101	82	90	
	81	98	77	94	117	94	109	98	108	
	+3	+12	+10	+3	+26	+5	+8	+16	+18	
(3)	52			58	2		45	67	71	IPAT
(4)	112	121	101	107	131	112	120	107	118	
(5)	103	127	95	78	96	109	93	54	99	
	113	131	107	88	103	109	109	91	116	
	+10	+4	+12	+10	+7	0	+16	+35	+17	
(6)	104	104	105	97	99	88	107	121	119	
	116	102	109	127	92	96	115	111	132	
	+12	-2	+4	+20	-7	+8	+8	-10	+13	
(7)	102	108	87	97	117	93	82	136	93	
	109	108	101	114	101	97	97	121	107	
	+7	0	+14	+17	-16	+4	+15	-15	+14	
(8)	65	72	69	65	30	70	76	48	61	
	70	78	75	68	48	77	84	60	72	
	+5	+6	+6	+3	+18	+7	+8	+12	+11	
(9)	81	78	67	104	84	75	87	93	98	
	81	80	78	91	96	101	95	104	109	
	0	+2	+11	-13	+12	+26	+8	+11	+11	
(10)	104 Not retested	96	91	110	103	90	95	108	122	
(11)	No scores received									
3-1-65	80	86	71	91	76	84	91	81	95	
(12)	63 Not retested	65	63	68	52	74	76	58	87	

Trainee	G	V	N	S	P	Q	K	F	M
(13)	101	111	91	88	98	91	99	66	80
	Not retested								
(14)	87	108	84	78	96	94	140	87	88
	85	108	99	81	127	101	138	55	101
	+2	0	+13	+3	+31	+7	-2	-32	+13
(15)	109	102	103	120	90	98	89	91	67
	106	96	107	110	88	89	84	65	87
	-3	-6	+4	-10	-2	-9	-5	-26	+20
(16)	No scores given								
	84	80	82	94	78	78	87	75	103
(17)	66	72	57	61	66	69	74	47	83
	Not retested								
(18)	No scores given								
	71	78	74	61	70	76	91	75	103
(19)	74	90	75	68	76	88	103	91	97
	85	98	84	84	91	88	97	98	106
	+11	+8	+9	+16	+15	0	-6	+7	+9
(20)	92	92	88	110	96	89	86	98	93
	95	80	93	110	86	105	95	120	113
	+3	-8	+5	0	-10	+16	+9	+22	+20
(21)	No scores from employment								
	81	72	86	94	89	86	101	74	100
(22)	86	78	76	104	107	91	97	91	79
	92	76	86	120	108	98	105	89	102
	+6	-2	+10	+16	+1	+7	+8	-2	+13
(23)	78	80	65	97	53	89	58	72	30
	Not retested								
(24)	91	96	66	97	102	117	84	108	91
	99	104	82	107	100	114	99	116	111
	+8	+8	+16	+10	-2	-3	+15	+8	+20
(25)	74	74	52	68	69	79	103	101	94
	86	92	82	78	64	76	105	106	118
	+12	+18	+30	+10	-5	-3	+2	+5	+24
(26)	No scores from employment								
	66	80	45	74	51	60	62	54	64
(27)	105	113	100	110	103	95	93	88	115
	106	119	98	114	108	104	103	133	132
	+1	+6	-2	+4	+5	+9	+10	+45	+17
(28)	101	104	90	124	85	106	95	123	105
	101	98	98	124	100	105	97	129	126
	0	-6	+8	0	+15	-1	+2	+6	+21

Trainee	G	V	N	S	P	Q	K	F	M
(29)	No scores from employment								
	65	78	63	74	61	76	105	64	103
(30)	83	90	84	81	87	89	97	64	80
	88	90	78	97	102	96	111	69	93
	+5	0	-6	+16	+15	+7	+14	+5	+13
(31)	84	98	82	81	106	79	86	92	104
	89	96	90	81	96	77	109	108	126
	+5	-2	+8	0	-10	-2	+23	+16	+22
(32)	No test scores from employment								
	105	102	97	97	99	90	97	72	99
(33)	98	94	101	91	88	114	107	109	109
	95	88	113	81	100	113	120	126	121
	-3	-6	+12	-10	+12	-1	+13	+17	+12
(34)	107	104	105	120	95	98	84	91	93
	No retest								
(35)	74	74	94	68	78	87	89	100	104
	73	78	84	68	100	100	105	117	111
	-1	+4	-10	0	+22	+13	+16	+17	+7
(36)	78	61	76	91	67	75	62	110	81
	72	72	71	104	80	71	68	85	85
	-6	+9	-5	+13	+13	-4	+6	-25	+4
(37)	71	74	65	81	86	77	103	37	64
	78	86	72	74	63	68	93	69	51
	+7	+12	+7	-7	-23	-9	-10	+32	-13
(38)	114	131	95	110	127	119	120	102	113
	126	123	124	110	133	105	126	126	107
	+12	-8	+29	0	+6	-14	+6	+24	-6
(39)	74	84	73	81	98	85	84	75	88
	65	78	75	74	92	84	95	90	87
	-9	-6	+2	-7	-6	-1	+11	+15	-1
(40)	No test scores from employment								
	75	80	63	94	105	82	109	102	118
(41)	94	106	92	81	75	80	80	110	89
	Not retested								
(42)	No scores from employment								
	97	109	86	101	90	89	64	93	69
(43)	No scores from employment								
	103	82	88	150	112	94	99	133	124
(44)	83	84	88	88	75	86	86	75	60
	Not retested								

Trainee	G	V	N	S	P	Q	K	F	M	
(45)	No scores from employment									
	62	72	50	78	120	68	91	81	103	
(46)	Non-reader									
	82	92	76	81	91	75	66	104	87	
(47)	72	74	78	68	73	84	68	89	57	
(48)	60	63	52	84	73	69	51	85	107	IPAT
	57	65	56	81	44	79	82	61	113	
	-3	+2	+4	-3	-29	+10	+31	-24	+6	
(49)	103	102	103	91	86	100	105	93	85	
	Not retested									
(50)	70	80	63	78	79	80	93	87	107	
	Not retested									
(51)	93	88	88	104	69	79	86	77	109	
	89	78	76	124	93	93	91	99	113	
	-4	-10	-12	+20	+24	+14	+5	+22	+4	
(52)	66	63	53	97	77	82	58	52	52	
	Not retested									
(53)	96	88	97	84	94	88	74	60	102	
	102	100	95	97	93	77	66	63	90	
	+6	+12	-2	+13	-1	-11	-8	-3	-12	

Relationship of Grades Completed and Achievement Level upon Entering the Project

In ranking trainees according to grades of schooling completed and achievement levels measured by the California Achievement Test at the time of their entry into the prevocational program, several interesting points should be noted. Of the 45 trainees ranked, 12 of these scored above grade level. 7 of these clustered as having completed only the 6th or 7th grade. This appears to have been the usual school leaving age for many of the trainees who originated from the plains area. All those who exceeded their grade level scored a general intelligence factor of 80 and above in the General Aptitude Test Battery as follows:

Grade Completed	Achievement Level	General Intelligence-Form A	
		First Test	Second Test
10.0	10.4	112	---
9.0	10.3	114	126
8.0	9.6	---	97
7.0	10.5	105	106
7.0	8.7	---	105
7.0	7.2	---	80
6.0	9.3	98	95
6.0	9.0	74	85
6.0	8.7	92	95
6.0	6.7	---	84
4.0	6.6	---	---
4.0	5.2	63	---

11 showed an achievement level of a year or less below grade level, in this case the greatest cluster showing the 10th grade level.

Grade Completed	Achievement Level	General Intelligence-Form A	
		First Test	Second Test
10.0	9.9	104	116
10.0	9.5	91	99
10.0	9.3	87	85
10.0	9.3	83	---
10.0	9.1	---	---
9.0	8.6	93	89
9.0	8.4	101	---
8.0	7.0	---	97
7.0	6.3	86	92
6.0	5.9	81	81
5.0	4.8	66	---

As will be noted, trainees showing little difference between the grade completed and the California Achievement Test level also show a GATB general intelligence factor of 80 or above.

Those trainees showing an achievement level grade completed difference of one or more years show a generally lower general intelligence score on the General Aptitude Test Battery as a group.

12.0	8.7	83	88
12.0	7.2	78	---
12.0	7.0	74	65
10.0	4.6	66	---
11.5	10.2	102	109
10.0	8.7	96	102
10.0	8.1	84	89
10.0	7.0	78	---
10.0	6.9	---	---
10.0	6.8	70	---
10.0	6.5	103	---
10.0	6.1	71	78
9.0	7.8	74	73
9.0	6.1	---	77
9.0	5.1	64	62
8.0	6.5	81	81
8.0	6.0	103	113
8.0	6.0	---	75
8.0	5.8 (arithmetic)	---	---
7.0	5.1	---	65
7.0	4.6	---	---

Of those trainees showing a year or more difference in grades completed and achievement level, a larger number show a general intelligence level of 80 or below. It should also be noted that some in this group made a sizeable increase in the general intelligence level on the Form B of the General Aptitude Test Battery.

C. The Community as an Instructional Laboratory

Early in the life of the project, it was determined that conventional classroom learning would be totally inadequate to meet the goals set forth for the project. The outdated idea that education is only what happens to the person inside a school building during school hours would not meet the needs of people who had never been to school before, or who had removed themselves from the conventional school for a variety of reasons. To use the community as a learning laboratory is easy to say. However, the staff found they must be constantly on the alert to determine how this might be done most effectively keeping their eye on the goal of vocational training and independence. Realizing that many of the trainees have lived with their eyes closed for a major part of their life and realizing that all learning experiences are connective in nature, in order to give meaning to classroom work, many efforts have been made to broaden the trainees experience and understanding and give him opportunities to see others at work.

Four types of activities have been tried and are now in the process of evaluation. These are field trips, work experience, community resources, people, and enrichment.

1. Work Experience:

Greatest opportunity for this type of activity is found in the vocational training programs. First instituted as field experience in the Licensed Vocational Nurse and Nurses Aide program, it is now being attempted in all vocational training programs. The work experience has two advantages. First, it gives the trainee the chance to test himself in an actual operation, and second, it gives the potential employer an opportunity to see the potential worker at work on a trial basis unemcumbered with problems of workmen's compensation, insurance, withholding, etc.

Work Experience is of two types. One type is the brief period of work as an orientation to the type of work and the second type is over a longer period of time to determine if the trainee can function over a long range in this type of a job.

Securing work experience locations is a task which has created some problems for limited staff. Agreements have been drawn up between the Modesto State Hospital and Stanislaus County which allow for work experience placements. However, one problem in organizing various types of placements as in these multi-occupational facilities is the supervision of the trainees so that this does not become a burden to the institution. Places for work experience in commercial establishments present a somewhat different problem in that constant care must be taken that trainees do not substitute their labors for a position that would regularly provide work for a paid employee and that trainees are not used for free labor for employers. In order to avoid these two problems, the assistance of the union representatives is sought in locating suitable training places. The instructor for the waitress trainees has done an excellent job in providing for and supervising work experience in cooperation with union representatives and restaurant managers.

Work experience activities are not a part of the prevocational program. Rather as many activities as possible which give the trainee the opportunity to assume responsibility and develop a sense of obligation to the group are incorporated wherever possible in the program.

2. Field Trips

Field trips of various types have been taken in the vocational and prevocational sub-projects. They can be divided into three areas of purpose: (1) general broadening of the environment and experience (2) occupational orientation (3) vocational observation and seeking of information. The first two types are used in the prevocational program and the second and third types are used in the vocational training programs in conjunction with work experience.

Instructors in the prevocational program were asked to evaluate the use of field trips in terms of the experience to date with students at New Hope. After giving the question careful consideration they seem to be in accord that this is a most useful learning experience given the proper preparation for the trip and relating it to the ongoing classroom experience. All were in agreement that the field trip required careful planning and could not be considered as broadening the experience just by occurring. Instructors indicated the following requirements as necessary for successful learning through field trips:

1. Careful planning and building in trainee responsibility and involvement in every way possible.
2. Actual contact with people, things, and problems participation rather than observation where possible and constant relationship of the meaning of these to their own lives.
3. Careful planning to logistics to eliminate problems peculiar to the group of trainees participating.
4. Opportunities to observe various trainees in operation as a predictor of success on the job - that is in problem-solving, assumption of responsibility, human relations, acquisition of new knowledge and ideas.
5. Preliminary preparation in knowing what to look for, learning how to see things for themselves, learning how to relate what they are going to see with what they already know, and determining how they can use what they are seeing.

The values of these trips were expressed by one staff member as follows:

1. Students enjoy this activity. They like the experience of going to a new place. The change of scenery allows the student to make a kind of comparison of his environment to the new one in which he finds himself.

2. Students return to the place visited with their families and friends and thus multiplies the effects of the initial trip.

3. Learning does take place with new information gradually being added to and incorporated in the general understanding and knowledge of the trainee.

4. Reading on related subjects results from the trips.

5. Students suggest places to visit for future field trips.

6. The group sharing an experience gives a feeling of belonging.

3. Community Resource People:

Community resource people knowledgeable in specialized areas have participated a great deal in both the prevocational and the vocational training programs. Visitors as such are discouraged from visiting the training projects and those who do visit are asked to participate in what ever program they are visiting. Trainees need to have opportunities to meet with and discuss with persons who control some aspect of their daily life in order to learn as much as they can about those forces which serve them and to learn that all people are only people. They need to have opportunities to observe people at work. They need to have opportunities to see people who have been more successful in gaining vocational independence than they have if only to see that the possibility does exist for them. They need to learn that the faceless mass of the businessman, the agency people, the representatives of government are individuals with much the same drives as they have. To this end, a great variety of persons have been invited to participate at New Hope presenting a variety of view points on various subjects. These include persons with occupational information and for occupational orientation, people concerned with social problems such as alcoholism and venereal disease. Persons with responsibility for educational programs, such as Dr. Wiser, Dr. Garcia, and members of the board, representatives of city and county government and local issues, Supervisor Domecq, New Radio people with specialized skills to assist with preparations for field trips and enrichment such as Mrs. Bates and Arts and Crafts, and Mrs. Verhaegen for First Aid, Bookmobile, representatives of news media as the Modesto Bee.

Guest speakers are sometimes invited to speak to the entire group or may speak only to small groups with specific questions. Invitations are issued by the students as individuals, through the student council, by the instructional staff or at time upon the suggestion of the speaker himself if he is acquainted with the program being offered.

Needless to say, this type of learning experience must also be based on good planning, wise selection of speaker, relationship to the subjects or problems being studied and relationship to the goals of the overall program.

4. Enrichment

Following the lead of the Higher Horizons program in New York, it was decided to try a program of enrichment during the summer months to determine whether or not opportunities to broaden the experiential background of the trainees would not pay considerable dividends in providing a broader base of understanding for classroom activities. The idea was discussed with the trainees and they indicated certain areas which they thought would be useful to them as "enrichment". These were homemaking skills for women, mechanics for the men, first aid, speakers, movies and various other things. It was decided to set aside one class period a day for this activity. As the program developed the following calendar emerged: Monday: Rhythms, music, special films --- Tuesday: Individual work in his own class, tutoring and study, use of the Bookmobile --- Wednesday: Recreation, ball game, --- Thursday: Womens activities, mens activities --- Friday: Speaker on various subjects. It was thought that most of the activities could be handled by the staff and that if special skills were needed, the staff could be augmented by members of the Adult Staff who would be free for the summer.

By the third week, it became obvious that this approach needed evaluation by both staff and students. The staff was having a difficult time in planning ahead to meet the various deadlines which occurred and seemed unable to draw upon the community resources necessary to make such a program work. The students did not evidence overwhelming enthusiasm for the project and were beginning to stay in the courtyeard rather than get to class. It was decided to query the students to get their opinions on the subject. The majority of the students indicated that as the program was organized they questioned the value of continuing it. In reviewing the questionnaires it is interesting to note that there seemed little difference between the value indicated for the activities of the various days. If enrichment was to be discontinued, most students indicated a wish to have additional work in reading, spelling, speech, English, and math, with a few suggesting other classes in high school subjects required for graduation and first aid. A few requested something in the area of personal development and special academic knowledge needed for their specialized vocational areas.

After this initial evaluation, it was decided to continue with the program as originally set up to see whether students, if given a little longer to explore its merits would not find it more useful. The staff has reported that the enquiry has generated more interest in the program. The response for more academic work might have been expected in view of the characteristics of these trainees who seem under pressure of time to make up for lost time and also who seem to have a tremendous need to see immediate application of each scrap of information they learn. It is interesting to note that the staff had overlooked the possibility of putting the responsibility of planning and carry through on the students who sat back and waited for something to happen to them rather than becoming involved themselves.

Perhaps the most unexpected example of the community used as a learning laboratory came during the second week in July when the summer school established for the trainee's children was in danger of closing because of small enrollment. Since the trainee's children were not of great enough number to generate the required attendance, the trainee's decided to canvass the surrounding neighborhood to see if they could find an additional 20 children who would be interested in attending summer school. Not only did they find the additional children but also found enough more in a two hour period to require the additional of three more teachers to handle the overflow. With the influx of children it was necessary to use trainees to assist until the new teachers arrived and a classroom routine was established. The high degree of motivation demonstrated by the trainees and the satisfaction they showed in solving their own problems has had a tremendous effect on the morale of the entire group. Most gratifying to the trainees and the staff, however, was the trainees ability to identify problems in community apathy, parental apathy, limitations in food and clothing which kept the children from school, the importance of children to come to school regularly so that they would have an adequate foundation, the importance of recreation so that children can engage in worthwhile activities, and the rudiments of community organization. Realizing that many of the trainees grew up in similar types of problems, this one single experience seemed to do much to codify the work in motivation and attitude change and understanding of need for feelings of worth and dignity which have been c entral of the total prevocational program during the past nine months.

The problem, now that this and other experiences have proved so fruitful as learning for the trainees is how to multiply opportunities for this type of experience so that all trainees, both prevocational and vocational, will be able to extend their learning and involvement.

e. NON-LEARNING PROBLEMS AFFECTING TRAINEES IN THE PROJECT

Although we had anticipated that the group of trainees entering the Stanislaus County Multi-Occupational Vocational Retraining Project would have a number of non-learning problems, we had no idea how extensive and complex these would be. Thus far, in the first nine months of the project, we have been made aware of the following types of problems, all of which seem to have a great deal of bearing on the success of the trainee and therefore the total project.

Glasses -	Of the first 45 trainees, 15 needed glasses. As each new group of trainees enter the basic education phase of the project, additional persons are identified in need of glasses.
Dentures -	In order to become employable, a number of trainees are in need of dentures.
Dental Care -	Lack of dental care is obvious in a number of trainees and absence because of tooth ache occurs from time to time. Trainees also express concern for dental care for their children.
Psychiatric Care -	Although we attempt to eliminate the seriously emotionally distrubed from this project, we have had several trainees who evidenced need for psychiatric care after being on the project for a while.
Medical Care-	A number of trainees are in need of medical care to allow them to concentrate on their prevocational and vocational training.
Temporary Food -	Lack of funds have necessitated our arranging for a temporary food order through the Welfare.
Assistance with The Law or Courts	This is a serious problem and tied up with motor vehicle code violations for the most part - faulty vehicle, operating a vehicle without a license, driving without automobile insurance, disregarding traffic tickets because of lack of financial resources to pay fine, driving on a suspended license - lacking public transportation
Family Planning	Referral of interested trainees, assistance in reading directions on medication, temporary financial aide in securing medication.
Financial Assistance-	Small loans for rent, car mufflers, bus fare, securing uniforms
Assistance with Children's school problems	Lunch money, school suspensions, behavior problems, school work problems

Clothing - Clothing for employability, uniforms, etc.

Marital Counseling -

These types of problems have been variously manifested in the need for assisting with baby sitting problems, marriage counseling, family planning, car breakdowns, alcoholism, probation and parole problems, unpaid bills and fines, glasses, teeth, medical care, school problems of minor children, and many other problems requiring immediate assistance.

Because each of these problems which arose with amazing speed and rapidity, as soon as the first group of trainees arrived, it became obvious that unless staff members were to spend all of their time doing what might be considered case work it was necessary to have outside assistance. The Stanislaus County Welfare Department was called upon to assist with the problems of welfare recipients leaving the others to the school staff for assistance in solution. It became obvious that anyone involved with basic education for adults must necessarily be ready to assist with the counseling and casework if trainees are to be able to work out their problems to free themselves for vocational training and subsequent independence. For although many of the problems can be solved with casework support, much of the work will need to be done by the instructional staff in their day to day contacts with the trainees. It also became immediately obvious that in order to carry out this difficult task, the staff must have adequate immediate financial resources which can be brought to bear on the particular problem.

The Student Loan Fund

As noted above, the crises which occurred for the trainee could be immediately solved with a small loan for a brief period of time. With the help of interested citizens, a loan fund was started and is available to trainees upon the recommendation of the counselor or project supervisor. Loans are limited to $20 and each trainee is requested to make a small repayment each week until he is able to liquidate his debt. We feel that it is necessary that regular repayments are made rather than waiting until the whole amount borrowed is available. Commensurate with our philosophy that each trainee must assume the responsibility for working out his own problems and for repayment on any services secured, the borrower signs a loan agreement with the staff of the Center. In some cqses it is necessary to assist the trainee in financial planning to help him find any extra money in his income which could be diverted to meet the emergency. In the summer months when seasonal and part-time work is available and because there is such a need for able labor, trainees having financial needs are encouraged to supplement their income with part time work rather than draw uppn the loan fund.

f. Orientation of the Trainee

Orientation of the Trainee to the Multi-Occupational Training Project in reality starts when the trainee meets with the counselor at the Department of Employment. It is at this time that the trainee determines whether he wishes to be considered for vocational training, whay types of training are available, and some idea of the vocational direction in which he wants to go in terms of the testing and counseling data available to him.

Upon referral to New Hope, the trainee reports on a Monday morning. This first hour is devoted to brief and informal orientation, a simple reading placement test and generally getting acquainted. During the first hour, the trainees are briefed as to what to expect in terms of schedule, school times, attendance regulations, allowance procedures, absence of homework, how long to expect to be at the prevocational facility, and how MDTA work fits into the adult elementary or adult high school completion program. At that time, they complete a student information sheet which starts their cumulative folder and the information from which is key punched into cards for future reference. They also start their attendance cards for the week.

All trainees are told three things:

1. It is important that they be in school for what they put into the experience determines what they get out of it.
2. They are competing with no one but themselves and we will attempt to help them determine their weaknesses and strengths and proceed from there. The staff can only help them help themselves.
3. That if they have problems, please bring them to our attention before they become crises so that we can help them solve the problems before they interfere with their work at school.

Trainees are also informed that no job is guaranteed upon the completion of training but that securing the job is the responsibility of the trainee with the help of the staff.

As soon as the trainee has been assigned to a reading section, the staff attempts to locate someone from that section to introduce the new trainee to the school and the other students. Usually this occurs around the morning break time and allows the new trainee to get acquainted over a cup of coffee in an informal way.

Every effort is made to see that new trainees start to work as soon as possible so that they are able to get into the routine of things as soon as they can.

Staff discussions are now being held to determine if there would be any value of having members of the student council do the orientation of new trainees in addition to the staff.

g. Staff Planning

Staff planning has been a problem particularly in the vocational areas because of the differing periods of instruction, different class hours and limitation of supervisory time. This has been particularly difficult for some of the vocational instructors who are skilled in their crafts but who have not had teaching experience. With additional assistance in the supervision of vocational areas it is anticipated that this problem should diminish.

As the multi-occupational project grew like topsy, it became necessary to gather all staff having anything to do with M.D.T.A. together to orient them on the overall project and how all subprojects function as a part of the whole. This was done in a three hour session in February at New Hope Adult Retraining Center. It was a revelation to all that 35 staff members were then involved in the over-all project.

As supervisory staff are operating with their new assignments, regular staff meetings of this group will be held to set training dates to discuss new program development areas, to establish better articulation between the prevocational training, vocational training and placement of trainees on the job, and other problems.

Staff planning for the prevocational staff has been some what more productive in that all staff report a half hour before class for a regular staff meeting and often meet on their own at other times during the day. A review of daily staff meeting notes reveal discussions in the following areas:

(1) instructional program; grouping, testing, scheduling, relationship of prevocational work to vocational work, MDTA and continuing education problems of non-readers, student government, field trips, speakers, enrichment, assemblies, sports, Bookmobile, instructional techniques, modivation, student progress

(2) student problems; employability, placement, non-learning problems, non-attendance, drinking, interpersonal relations, health, financial distress, particular students under emotional stress

(3) progress reports; building, evaluation of students transferring to vocational, child-school-parent relationships, overall project problems, review of progress of trainees at the beginning level, students planning to work in the cannery, problem with Valley Commercial College

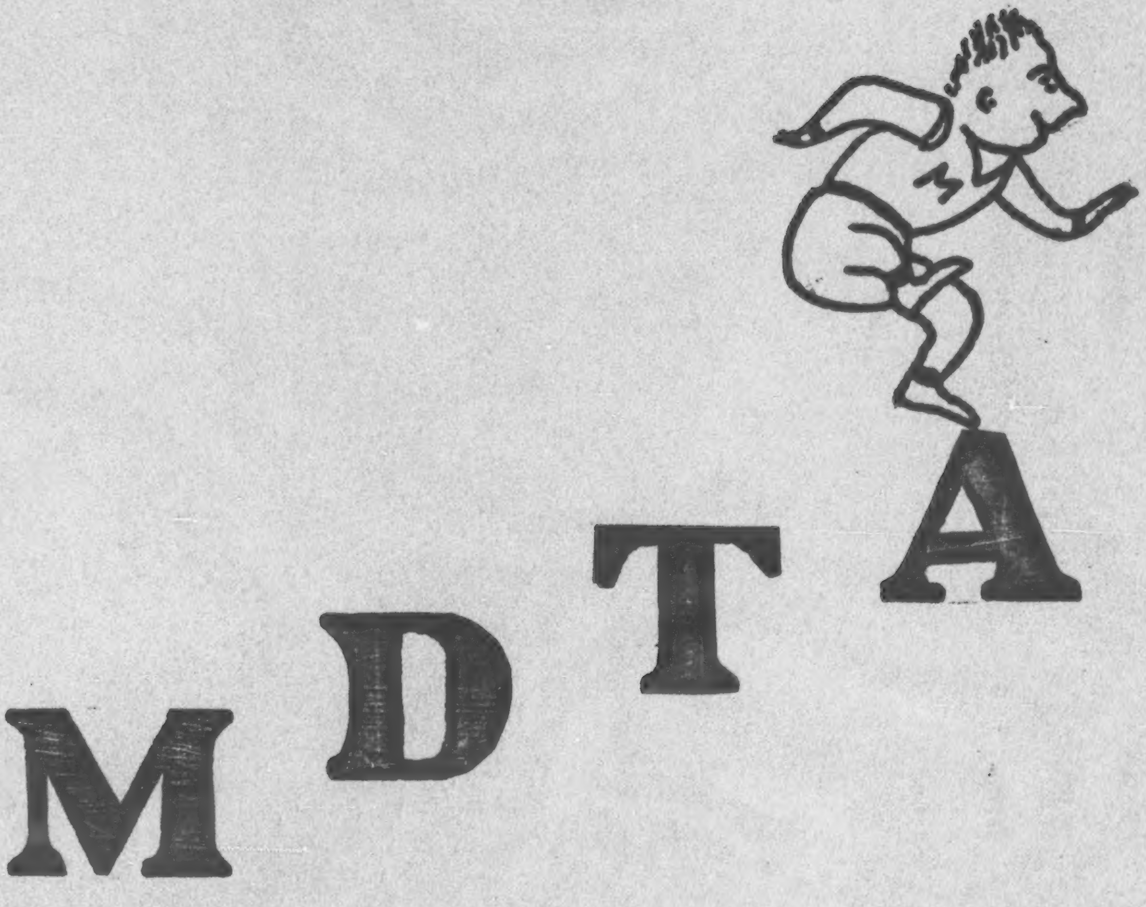
(4) agency problems; review of new trainees by employment staff and Mrs. Painter, problems in job placement, non-attendance and budget of welfare recipients, court problems

(5) ancillary service needed; non-learning problems, additional case work help, summer school, cafeteria job development, noon duty, dental clinic, legal aid

(6) teacher problems; morale, scheduling, assignments, procedures, etc.

Although to the outsider many of the staff meetings would appear disorganized, they are particularly helpful in identifying students who are under pressure which might affect their performance and in working our way through the problems which arose that needed an immediate answer. Again, this has been an exercise in problem solving.

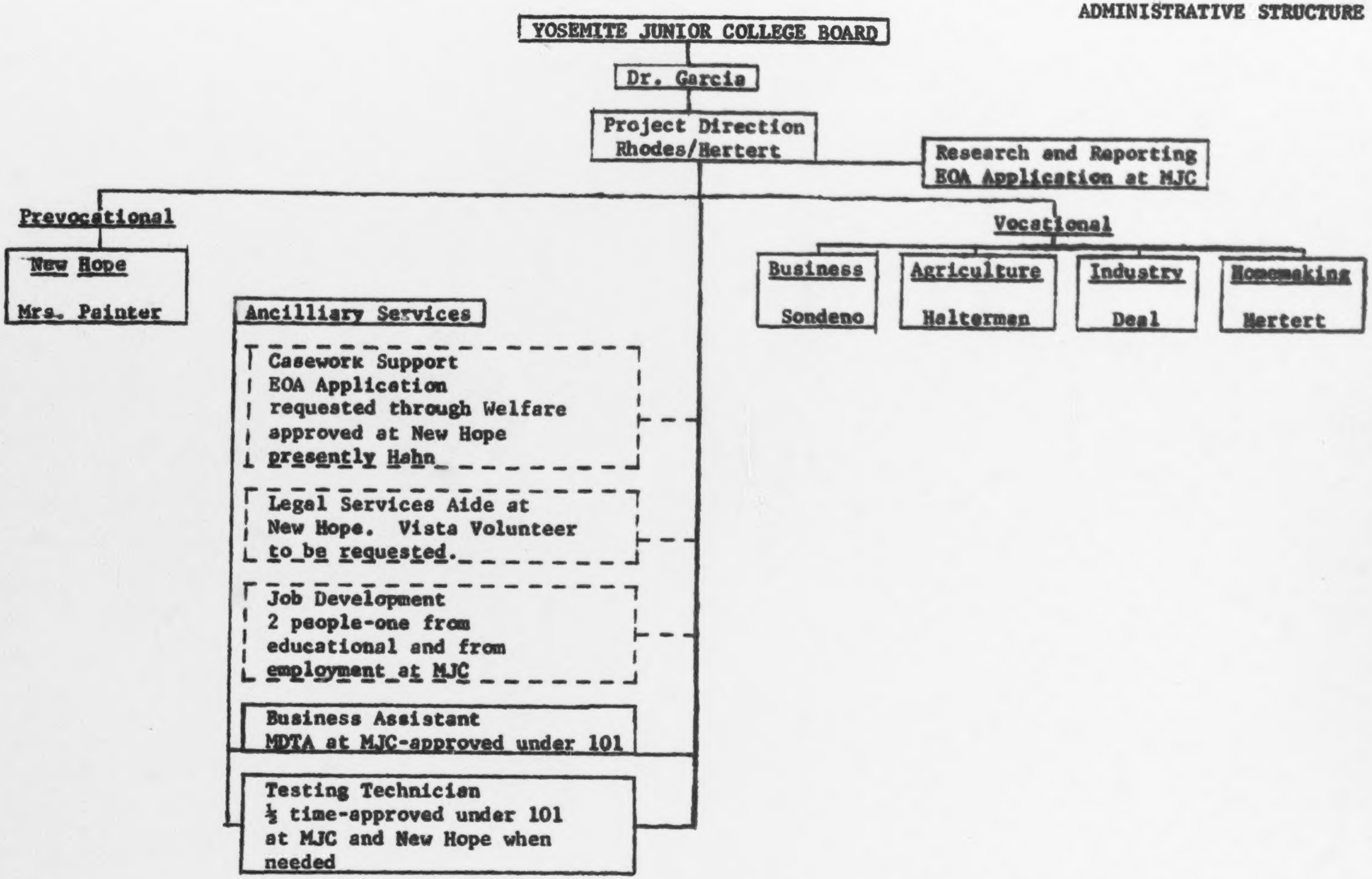
III. ORGANIZATION



III. ADMINISTRATIVE ORGANIZATION

As will be noted in the section of the background of the project, although fairly definite plans had been made concerning the total multi-occupational project, because of the pressures of getting the project operative by the time that the high unemployment season started, it was impossible to carry through with the plans which had been made for program development and administrative support. Gradually, however, as staff services have become available and the direction of the project was determined, an administrative organization has taken shape as you will note on the following page.

ADMINISTRATIVE STRUCTURE


YOSEMITE JUNIOR COLLEGE BOARD
Dr. Garcia
Project Direction Rhodes/Hertert
Research and Reporting EOA Application at MJC
Prevocational
New Hope
Mrs. Painter
Vocational
Business
Sondeno
Agriculture
Halterman
Industry
Deal
Homemaking
Hertert
Ancilliary Services
Casework Support EOA Application requested through Welfare approved at New Hope presently Hahn
Legal Services Aide at New Hope. Vista Volunteer to be requested.
Job Development 2 people-one from educational and from employment at MJC
Business Assistant MDTA at MJC-approved under 101
Testing Technician ½ time-approved under 101 at MJC and New Hope when needed

At the present time, the project direction is being shared by Mr. Rhodes and Dr. Hertert in addition to their other duties. The decision to function in this fashion was made when it appeared to be impossible to secure the type of person needed for this position prior to its commencement. It seemed imperative to begin and once the beginning was made, the problem became one of bringing any newcomer into all aspects of the project. Because of the diversity of the occupational areas needing program development, it was decided to concentrate on securing staff who could take over this responsibility thus reducing the overload of all regular staff members of the Adult Division. To this end, Mr. Sondeno, whose responsibilities cover all of the business vocational sub-projects joined the project full time in November of 1964. Dr. Halterman in Agriculture was released of one half of his teaching load to assist with program in the Adult Division as of February 1, 1965 and Mr. Deal took over all MDTA responsibilities in the Industrial Education area as of June 15, 1965. Prior to this time, Mr. Schwark, Mr. Haskins, Mr. Maley, and Dr. Hertert had been trying to assist in program development and implementation in this area because of the large number of sub-projects which fit in this program. Dr. Hertert supervised the one homemaker project and will continue to do so in the event that this project is reinstituted. With these staff members now having full responsibilities for MDTA programs in their respective areas, a more organized approach to the total project will be possible and the regular staff members of the Adult Division will be able to return to their regular full time responsibilities.

As the operation at New Hope becomes more routine, the facilities completed, the instructional program established, the staff secured, and the materials available, the seemingly overwhelming problems having to do with implementing the plan have now been considerably reduced. We were fortunate in securing the services of Mrs. Painter as Vocational Counselor and she has become the person in charge of the New Hope Adult Retraining Center by virtue of her fine administrative skill and experience. She also took on the added responsibility of overseeing the summer school and summer cafeteria program in the absence of the directors during the summer.

As the project has developed, it became readily apparent at a very early date that a number of ancilliary services would be necessary if the needs of the trainees were to be met to the extent required for them to be successful in gaining vocational skill. The first and most pressing need for casework support from the Department of Welfare to assist all trainees having problems rather than just those who qualified for Welfare aid. One caseworker was assigned to the prevocational sub-project to work with welfare recipients. However, this group completed one total case load. With the existing staffing problems, it was impossible to release additional caseworkers to work with trainees in the vocational areas. In order to aleviate this situation, the Director of Stanislaus County Welfare Department, Mr. Quisenbery, with the assistance of the State Department of Welfare prepared an application under the Economic Opportunity Act requesting casework support for the total Multi-Occupational Training Project for the period of one year. This application also covered such non-learning needs as glasses, teeth, dentures, etc., items required to prepare a trainee for employability. At the present time, this application has been approved for submission to the Federal government by the County Board of Supervisors, approved at the state level and forwarded to the Federal level for final approval. These casework services when approved will be located at New Hope Adult Retraining Center and from there will service all sub-projects. The supervision and administration of these services will rest with the Stanislaus County Welfare Department.

Because of the complexity of legal problems facing the group of persons served by the vocational retraining project, much of the time of the directors, caseworker and staff has been devoted to assisting trainees meet their legal responsibilities and work with the courts. This appeared to be necessary if trainees were to be free to devote their entire attention to learning a marketable skill. After nine months experience, it seemed advisable to seek some assistance in working with trainees in this area. An inquiry has been addressed to Vista Volunteer under the Economic Opportunity Act to determine whether or not such services could be made available under this program. A preliminary proposal was prepared and forwarded to the Office of Economic Opportunity for discussion purposes. To this date, no further information is available.

The complicated business procedures by the federal program which treats the Multi-Occupational Training Project as 31 separate projects in so far as billing, inventory, ordering, etc. are concerned, have placed a tremendous burden on the business office. Therefore, under the prevocational and administrative sub-project approved for the coming year, a full time business assistant has been added to service the total project. This position has been approved as of July 1, 1965 so will become operative as soon as possible

A ½ time testing technician has also been approved under the prevocational and administrative sub-project and will assist the Vocational Counselor in the administration and scoring of tests, correlation of the data and such other duties as arise in connection with testing. Mrs. Painter has been doing this task along with her other duties and the mechanics of the operation have taken time which would be better spent in actual counseling. This testing technician will work both at New Hope and at the Testing Center at the College.

The area presenting the greatest problems to the successful completion of the training is placement of the trainee on a job. Although trainees are not guaranteed jobs, the initial survey by the Department of Employment did indicate that a variety of jobs did exist in the community. It is upon this basis that training dates are set and the number of trainees is designated. Because of a rapidly increasing work load caused by burgeoning federal projects such as MDTA, Job Corp, Neighborhood Youth Corp and the regular functions of the Department, sufficient staff do not exist who are free to turn their attention to the problems of locating job openings and facilitation placement for trainees prior to their completion of training. Since job placement and job maintenance is the real test of the success of the project all staff concerned with the Multi-Occupational Training Project feel that it is mandatory that a well organized attempt is made to assure placement. For this reason, an application is now being prepared to secure staff from Employment and Education who would be attached to the project and assigned only this job. Discussions are being held with the personnel at the Department of Employment to determine how such a proposal could be implemented. In the meantime, selected trainees, under the supervision of Mr. Davidson, are canvassing the community to attempt to locate job opportunities for those who are completing training. This effort is coordinated with the total employment office.

The research and reporting position has the specific responsibility of evaluating the program of Basic Education currently underway in the State of California with its launching point to be Modesto. This is a cooperative project under the Economic Opportunity Act between the California State Department of Education, Bureau of Adult Education, and the Adult Division of Modesto Junior College. Now that the approval has been secured, plans are being made for the staffing and implementation of the project. It is hoped that this position can be of some assistance in reducing the project status reporting which is currently being undertaken by the directness of the project.

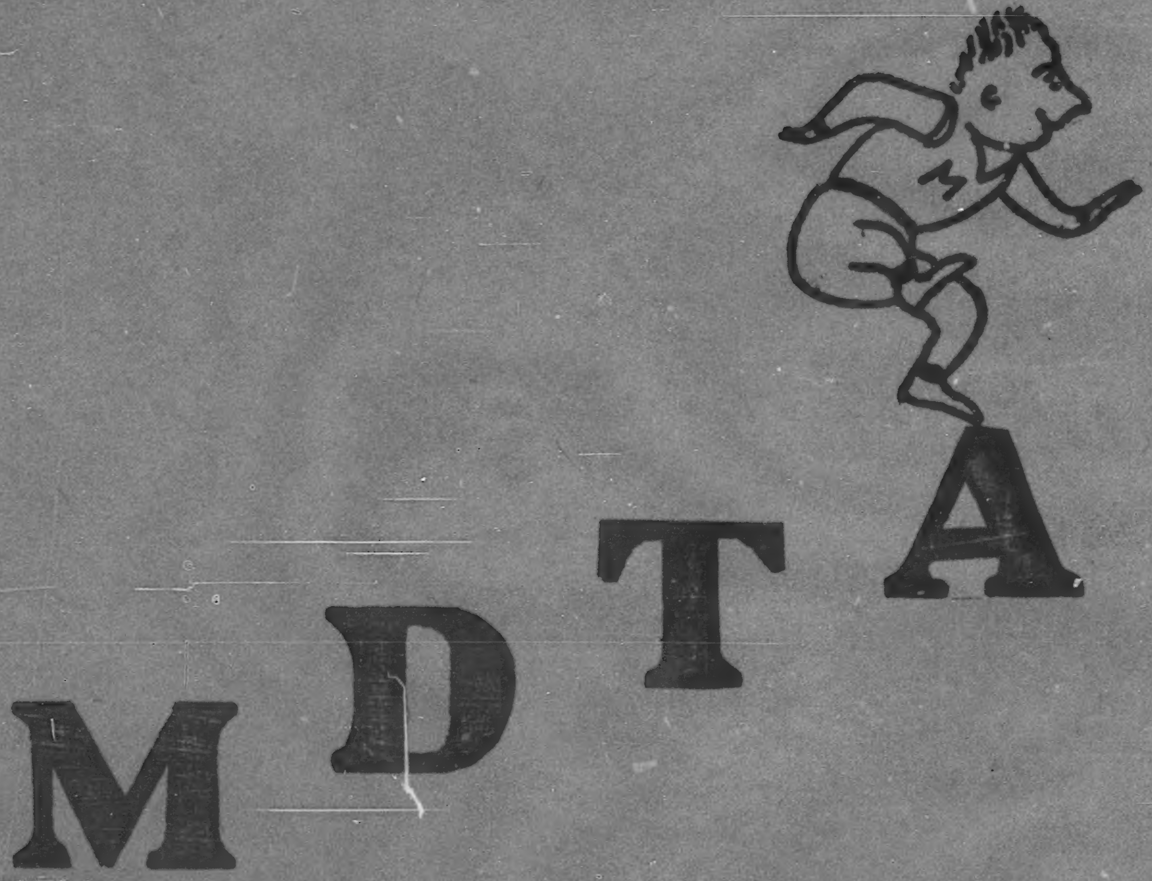
In retrospect, looking back over the past nine months, many of the administrative problems which arose could have been avoided had it been possible to function with an organization such as has just come into being. Because of the limits of staff time and energy, the greatest problem which occurred was the slowness with which the program development proceeded. At some times, there were trainees being held in the prevocational sub-project because vocational training programs were not available into which they could be transferred. The field experience in the nurses aide program proved highly successful as a training situation and as an opportunity for seeing the potential worker and employer in operation. Therefore, attempts are being made to incorporate field experience into each vocational training program. How this responsibility will be organized has yet to be determined.

The implementation of the Multi-Occupational Training Project has truly been an exercise in administrative problem solving. It has taken the combined efforts of the Superintendent and his staff, particularly the Business office, buildings and grounds and personnel as well as the President of the College and his staff. Many calls have been made to the various members of the Advisory Committees to request their aid and advice in the solution of problems as they arose. Such problems as procedures to be followed in leasing buildings, inter-jurisdictional union problems, credential problems, what to do since tenure was not allowed for under the law, where to find teachers, how to establish food service, getting a summer school under way, where to find training facilities, how to gain work experience, how to secure casework support, how to provide for the non-learning problems, how to keep up with the monumental task of form completing and a myriad of other problems called for constant attention on the part of all, many times to problems which generally do not fall within the realm of the public school system.

IV. STAFFING

Vocational Sub-Projects

Prevocational Sub-Projects



IV. Staffing

Staffing a program of this nature and scope creates problems which generally do not exist in vocational education programs as has been known in the past.

A. Vocational instructors

It was decided early that the vocational instructors should have three primary qualifications listed in the order of priority:

1. be a skilled craftsman in his area of specialty with recognized current knowledge of the field
2. an interest in and ability to work with all kinds of people, understanding that the goal of the projects employability and self dependence.
3. be able to teach the skills in a practical and understandable fashion.

It was decided that if these ingredients were present, teaching methods, assistance in locating instructional resources, and administrative procedure could be developed with the assistance of the program supervisor. The emphasis has been on the transmission of practical, marketable skills based on understandable theory rather than an academic, descriptive approach to the learning process.

Having found a number of vocational instructors with the necessary qualifications, the problem then becomes securing the ones who are free to commit themselves for an instructional block ranging from four weeks to fifty-two weeks. This creates a serious problem with the short-term sub-projects. However, with a multi-occupational project, it is possible to assure almost continuous employment for longer periods of time in related areas even though this requires a number of short-term contracts which then becomes a bookkeeping problem.

Although not required by law, each vocational instructor is credentialled by the State of California in accordance with policy established by the Modesto City Schools Board of Education. This has been helpful in that it gives the instructor the status of all other teachers in the school system. One dividend of this policy will be continuity which will be possible as trade extension classes are developed within the regular program as it will be possible to use proven MDTA instructors to serve the need for continuing educational opportunities in specific vocational areas. Plans for such programs are now in the formative stages.

B. Supervisory staff

Supervisory staff to be able to handle the tremendously varied problems which have come their way need to be able to operate effectively in the following areas:

1. curriculum development and work with advisory committees
2. administrative skills, in budget planning and control, housing, staffing, etc.

3. in-service education skills with a thorough understanding of teaching methods, characteristics of adult students, and community resources

4. counseling and guidance

5. public relations.

Added to these skills must be a thorough committment to the previse that education is behavioral change and that anything can be done. The varied problems which arise daily in the far-flung vocational training programs require that the supervisor is mobile and provides time daily to assist with teacher and student problems. To deal with these problems the person must be able to assume the responsibility for making immediate decisions and keeping the project direction informed. Such are the supervisors which have been found in Mr. Sondeno, Dr. Halterman and Mr. Deal, and Mrs. Painter.

C. Prevocational instructors

The problem of finding ideal staff for the pioneer prevocational program was a serious one in that such a person ready made did not exist. During the preliminary planning, it was decided that the best approach was to select instructors who had proven themselves effective in the evening program and with a fairly concentrated program of in-service training orient them toward the particular group of adults to be served. The realities of the situation, however, dictated a totally different approach. The lateness of the approval date meant that the skilled instructors which had been pinpointed were already involved with contracts for other activities. Since there was great pressure to be operative by mid-November when unemployment rose greatly, some makeshift arrangements had to be made. This also eliminated the grandious plans for a well-organized in-service orientation program. The program was started with Mr. Davidson, who serves as sociologist on the project with primary responsibility for motivation; Mr. Kreger, reading specialist working with the groups with an achievement level of fourth grade and up; Mrs. York, substituting in the math area on a part time basis; and Dr. Hertert working with the beginning level group. After the first week, Dr. Hertert was replaced by Mrs. Painter in the beginning level group. This arrangement continued until the beginning of February when Miss Adams and Mrs. Lance were loaned to the project by the elementary district. Miss Adams then undertook the beginning level group releasing Mrs. Painter to work as vocational counselor and head teacher of the New Hope Center. Mrs. Lance undertook responsibility for Speech, English as a Second Language, and History and Government for those working toward the eighth grade diploma.

D. Problems

Teaching in a pioneer program of this type has presented some interesting problems to the instructional staff:

1. Lack of prescribed structure in the individual classroom - Each instructor is given complete freedom in the classroom to try anything which he thinks will work and if it doesn't work, to try something else. Although this allows for a great deal of experimentation, it also requires the teacher to give constant thought to keeping on the track toward the general and specific goals of the project. There is danger of digressing from these goals.

2. Constantly changing student group - The varied entry and leaving dates of students makes absolutely mandatory as individualized an instructional program tailored to the needs of the individual student as is possible. Although some progress has been made in this area, much work remains to be done.

3. Learning ways to shift the responsibility for learning from the teacher to the student - The primary teacher is used to complete control of the learning environment and has found this one of the most difficult of the transitions than needed to be made in work with adult students.

4. Lack of guidelines - Each instructor has been forced "to fly by the seat of his pants" for each one knew that most of the conventional methods which might be transferred from the regular school programs had not worked before and would likely not work again.

5. Learning to identify the trainee emmeshed in some greatly disturbing personal problem which interferred with his learning - As noted before, the extent and complexity of the non-learning problems faced by the trainees has been tremendous. The problem of helping the trainee maintain his equilibrium under the circumstances, while guarding the confidentiality of the situation and not making personal, moral judgements concerning the person and his worth presented real problems to new staff members entering the project.

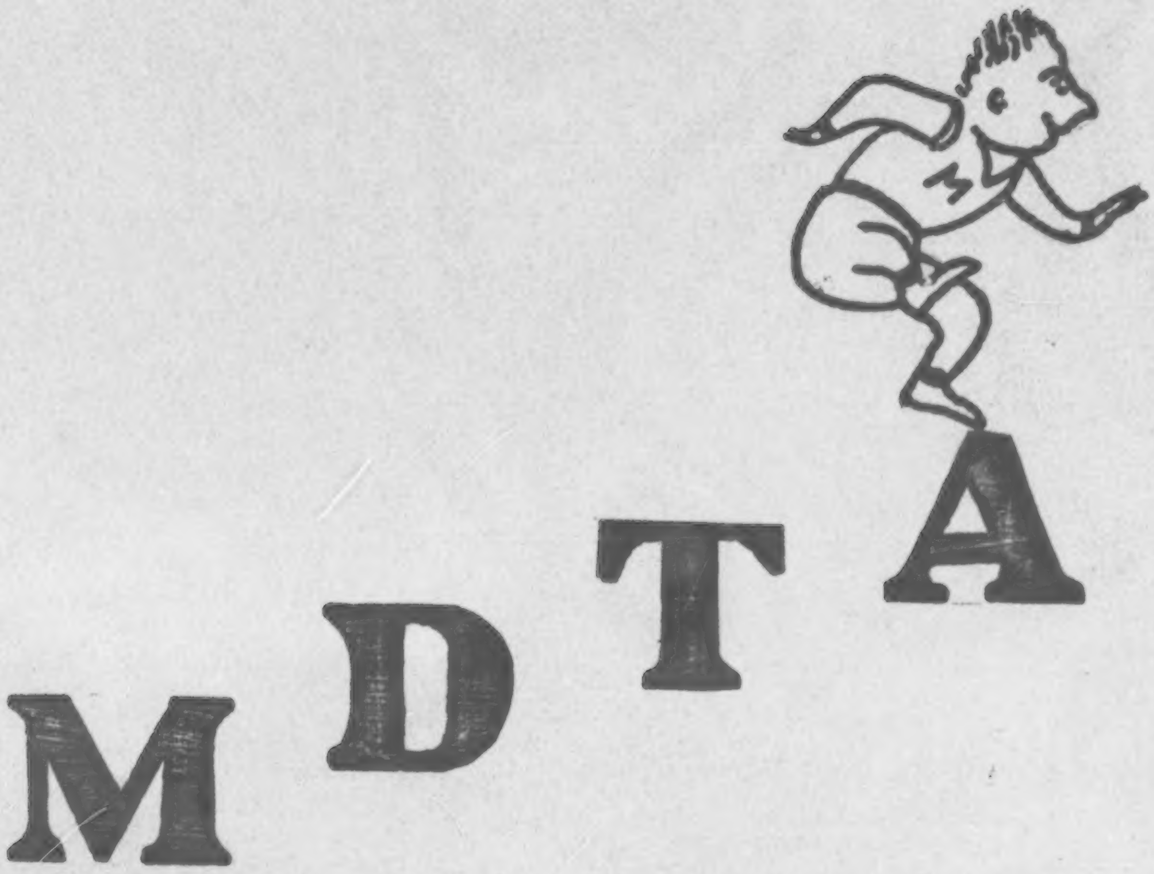
6. Shifting from working with primary level children to primary level adults - The two teachers who shifted from a primary assignment in the elementary school had a difficult time in adjusting to the demands of working with adult students as the orientation is completely different.

7. Accepting the responsibility to be critical of all phases of the program - Since this project is a pioneer effort in a approach of this type, much can be learned from success and failures. In order to record the multitudinous happenings, each staff member must assume a part of the responsibility as well as share his critical talents with the rest of the team.

V. THE PROOF OF THE PUDDING

Placement

Job Maintenance



V. THE PROOF OF THE PUDDING

Measuring the success of a program such as the Multi-Occupational Training Project is extremely difficult because of the number of intangibles encountered.

A. Placement follow-ups

The Stanislaus County Multi-Occupational Project has for it's primary purposes, the assistance of undereducated and unemployed adults in developing those capabilities which will enable them to secure employment. Some value of the program can be derived in reviewing this placement.

Follow-ups are made of completed trainees by the staff at the Department of Employment. This is done at 3 month, 6 month, and 12 month intervals. Some 220 individual follow-ups were completed and it was found that 55 percent of the trainees were employed, 24 percent unemployed, 6 percent were not looking for work and were out of the labor force, while the information was not obtained from 15 percent of the trainees.

TABLE I LABOR FORCE STATUS OF PERSONS FROM VARIOUS VOCATIONAL PROJECTS NEW HOPE STAFF

OCCUPATION	EMPLOYED	UNEMPLOYED	NOT IN LABOR FORCE	NO RESPONSE	TOTAL
Homemaker	1	0	1	2	4
Nurse Aide	50	29	8	2	93
Custodian	32	6	0	10	48
Sales	5	2	3	4	14
Cashier	4	3	0	2	9
Waitress	7	4	1	2	14
Service Station	16	8	0	6	30
L.V.N.	6	2	0	0	8
TOTAL	121	54	13	32	220
PERCENT	55	24	6	15	100

The single criterion of job placement is not sufficient in itself unless other variables are also considered. We are also concerned with the following questions: if the person is employed, how long has this been the case; is the job expected to last; is it related to his training; is it full time or part time; how much does he earn; what does the employer think about the training program?

On the other hand, if he is unemployed, has he worked at any time since graduating; in what kind of occupation; if he has not worked, has he turned down jobs and why; is he currently expecting a job and will it be training related? These are but a few of the qualifiers that should be considered in measuring a program's success.

The figures in Table II are not adequate in fulfilling the criterion of placement since they imply that 30 percent of the trainees have not worked since completing training. Table I shows that 20 percent have failed to work at all since completing while 32 percent worked between 1-12 weeks and 7 percent have worked between 13-24 weeks, or 90 percent of those responding have worked to some degree since completing their training.

TABLE II DURATION OF EMPLOYMENT

NUMBER OF TRAINEES IN EACH STATUS

Weeks	Employed Worked	Employed Not Worked	Unemployed Worked	Unemployed Not Worked	Out of Work Force Worked	Out of Work Force Not Worked
0	0	41	8	0	6	0
1-4	5	29	7	4	1	2
5-12	40	21	9	15	5	8
13-24	32	7	3	4	2	1
25-52	22	1	0	4	0	3
Unknown	22	22	27	27	31	31
TOTAL PERSONS	121	121	54	54	45	45

To further narrow the current status of job placement for trainees of the project, it is important to determine if the job was related to the training given and if the training was of value to the trainee in obtaining the job. The findings in this regard showed that 75 percent of the jobs were training related and 24 percent were non training related. However, of those holding non training related jobs 25 percent were working part time, which would suggest a temporary situation, while only 10 percent of those working in training related occupations were working part time.

TABLE III NUMBER OF POSITIONS HELD THIRTY DAYS OR MORE

SINCE TRAINING WAS COMPLETED

OCCUPATION	ONE TRAIN RELATE	 NON RELATE	TWO TRAIN RELATE	 NON RELATE	THREE TRAIN RELATE	 NON RELATE	FOUR TRAIN RELATE	 NON RELATE	TOTAL TRAIN RELATE	 NON RELATE
Homemaker				1					0	2
Nurse Aide	27	6	2	1	1		1		38	8
Custodian	29	5	5	1					39	7
Sales	3	4							3	4
Cashier	4	1	1						6	1
Waitress	5	1	2						9	1
Service Station	5	9	1	2					7	13
L.V.N.	5		2						9	0
TOTAL	78	26	26	10	3		4		111	36

In a similar regard of those persons who were employed, 66 percent felt the training was of value in obtaining their present position, while 33 percent did not feel it was of value. On the other hand 84 percent of this latter group were employed in non-training related jobs, so that the figure is meaningful in less than 5 percent of the cases. The feelings of the employer should also be considered at this time and although over one-half failed to respond to this portion of the schedule, 75 percent of those who did respond felt the program taught the needed skills and provided trainees that were better qualified than the other entry level workers they employed.

Another aspect of the criterion used to measure program success is to determine how many of the trainees were working full time or part time, the anticipated degree of job permanency and how much they are earning per hour. Table II shows that 60 percent of those employed were working full time, 19 percent part time while for 20 percent the information was not available. The median wage for full time work was $1.75 per hour and the median for part time was $1.65 per hour; while the mean was $1.75 for both groups. This would seem to suggest that there is little difference in earning power between the two groups.

TABLE IV HOURLY WAGE RATES OF THOSE CURRENTLY EMPLOYED

	TYPE OF EMPLOYMENT		
Wage Category	Full time	Part time	Total
$1.00 - 1.25	5	3	8
1.30 - 1.75	35	10	45
1.76 - 2.00	11	2	13
2.01 - 2.50	20	7	27
2.51 or more	2	1	3
Unknown			25
TOTAL	73	23	121

In terms of the permanency of the position 96 percent of those working full time felt that the job was of a permanent nature while only 10 percent of those working part time indicated a like response. In other words, only 10 percent expected to continue working part time in the future.

In attempting to analyze the program's success as indicated by job placement, it is also necessary to study the reasons why completed trainees were not placed on jobs. Individuals out of the labor force gave domestic problems as their prime reason followed by health problems and going to school. At the same time they turned down training related jobs because of health or transportation problems while they terminated jobs because of slack work, and illness.

TABLE V REASONS FOR BEING OUT OF THE LABOR FORCE

REASONS	FREQUENCY
Keeping house	3
Domestic problems	4
Recent marriage	2
Attending school	1
Illness	2
Physical handicapp	1
No response	0
TOTAL	13

It will be noted that 15 indicated they are currently employed in the Cannery or related occupations and 8 in Farm Labor making a total of 19% who returned to seasonal work. It is not known whether or not these workers will turn to training related work when the harvest season is done.

TABLE VI

OCCUPATIONAL CATEGORIES OF PERSONS CURRENTLY EMPLOYED

OCCUPATION	FREQUENCY
Cannery and Related	15
Nurse Aide	18
Custodian	27
L.V.N.	6
Service Station	3
Farm Labor	8
Groundsman	2
Transportation	3
Equipment Processing	1
Sales	7

Clerk-Typist	1
Waitress	5
Domestic Help	2
Dry Cleaning	1
No Response	22
TOTAL	121

Job Placement Activities

As noted earlier in this report, considerable concern was evidenced by staff members in job placement of trainees who successfully completed training.

TABLE VII SOURCE OF REFERRAL FOR CURRENT POSITION

SOURCE	FREQUENCY	PERCENTAGE
Employment Service	33*	27
Where Trained	9	7
School	14	11
Other	63	52
Unknown	2	1
TOTAL	121	

* Of the 147 different placements, 49 were made by the Employment Service.

Table VII would seem to indicate that much work needs to be done to insure that trainees have the chance to prove themselves on a training related job.

Drop-Outs

As of June 30, 1965, training was being offered or had been offered in 12 occupational areas as on the chart which is on the following page.

TABLE VIII

STATUS OF VOCATIONAL PROJECTS

OCCUPATION	NUMBER OF APPROVED SECTIONS	SECTIONS COMPLETED	SECTIONS UNDERWAY	ENROLLED	COMPLETED		TERMINATED		DROPOUTS		TRANSFERS FROM PRE-VO		PLACED BY COMPLETION	
					N	%	N	%	N	%	N	%	N	%
Complete as of 6/30/64														
CAL 93 Nurse Aide	1	1	-	20	16	80%			4	20%			8	40%
CAL 227 Nurse Aide	3	3	-	57	46	80%			11	19%			23	40%
ARA Service Station	2	2	-	37	30	81%			7	19%			5	13%
CAL 222 L.V.N.	1	1	-	17	8	47%			9	53%			5	29%
CAL 291 Custodian	1	1	-	14	12	86%			2	14%			6	43%
SUB-TOTAL	(8)	(8)		(145)	(112)	(77%)			(33	23%)			(47)	(32%)
Complete as of 6/30/65														
5054-002 Homemaker	1	1	-	6	4	67%	0		2	33%	0		0	0
5054-003 Nurse Aide	3	3	-	58	42	72%	8	14%	8	14%	11	18%	30	52%

continued

OCCUPATION	NUMBER OF APPROVED SECTIONS	SECTIONS COMPLETED	SECTIONS UNDERWAY	ENROLLED	COMPLETED		TERMINATED		DROPOUTS		TRANSFERS FROM PRE-VO		PLACED BY COMPLETION	
					N	%	N	%	N	%	N	%	N	%
5054-004 Custodian	3	2	1	43	36	84%			8	16%	4	9%	12	28%
5054-005 Cashier	1	1	-	9	9	100%	-		-		4	44%	5	56%
5054-006 Sales	3	1	1	16	14	88%			2	12%	7	44%	8	50%
5054-007 Waitress	4	2		29	24	83%			5	17%		-	15	52%
SUB-TOTAL	(15)	(10)	(2)	(161)	(129	80%)	(8)	(5%)	(25	15%)	(26)	(16%)	(70	43%)
Underway as of 6/30/65														
5054-006 Sales	3		1											
5054-008 Clerk-Typist	3	0	1	21	0				3		7			
CAL 290 L.V.N.	1	0	1	18			3		4		0			
5054-0010 Cook	4	0	1	24	0		2		3		11			

continued

OCCUPATION	NUMBER OF APPROVED SECTIONS	SECTIONS COMPLETED	SECTIONS UNDERWAY	ENROLLED	COMPLETED		TERMINATED		DROPOUTS		TRANSFERS FROM PRE-VO		PLACED BY COMPLETION	
					N	%	N	%	N	%	N	%	N	%
5054-0011 Bookkeeper	2	0	1	25					2		5			
5054-004 Custodian		0	1	15					1					
Prevocational 001	1	0	1	186	-		2	1%	29	16%	49	21%	-	

Comparing the status of vocational projects between the end of the fiscal years 1964 and 1965, it will be noted that over twice as many trainees participated in training during the second year. This is due to the commencement of the Multi-Occupational Training Project in November of 1964.

A slight increase in completions and slight decrease in drops will also be noted in 1964 and 1965 over 1963 and 1964. One can only speculate that this results from better selection and referral on the part of the Department of Employment and better counseling by the MDTA staff. It should be noted that some of the drops in vocational areas were redirected into other vocational areas if they seemed unable to complete the originally assigned area.

A slight increase in the placement of trainees on jobs by the time of completion should be noted. Further work will be done in this area during the coming year.

Reasons for drop out or termination are various.

TABLE IX		
	Moved out of town	20%
	In order to work	17
	Illness including pregnancy	17
	Family problems	15
	Financial problems	6
	Immaturity	10
	Unknown	15
	TOTAL	100%

Efforts are being made to reduce these through counseling and casework support.

Of those trainees entering prevocational or vocational training, 38 of the 220 total indicated they worked previously in seasonal employment. It is estimated the placement on year-round employment removed the necessity of unemployment benefits in 66% of the cases.

Custodial care in law enforcement or correctional agencies was not necessary for any trainee while in training in 1964-65. Two trainees were incarcerated after having dropped the project. Although we do not have any way of knowing the prior community costs in this area, the records of many trainees lead us to believe this had been a serious community problem among many of this group.

Number Enrolled	Type of Class
7	Elementary Subject or English for Foreign Born
47	High School Subjects
1	Vocational
23	College Program
6	Ungraded

How many will carry through is a matter for conjectures.

We also believe that the enrollment of parents in classes has materially affected the attitude of the family toward the school and education. Some feedback comes from the Modesto City Schools on particular children and parents report very few children having dropped out of school. Most trainees live in areas of high drop-out.

Problems Encountered in Evaluating Program

1. Success or failure are intangibles to measure without a clear cut definition of goals. This precise basis for measurement has only been possible since the employment of the Research Analyst under the Economic Opportunity Act grant. It is anticipated that his work will give us much better direction in the evaluation of the program.

2. Records are scanty on placement and job maintenance follow-up through the Department of Employment. A procedure has now been set up to secure and summarize such information as is available. The mobility of the trainee population creates many problems in securing complete and accurate information.

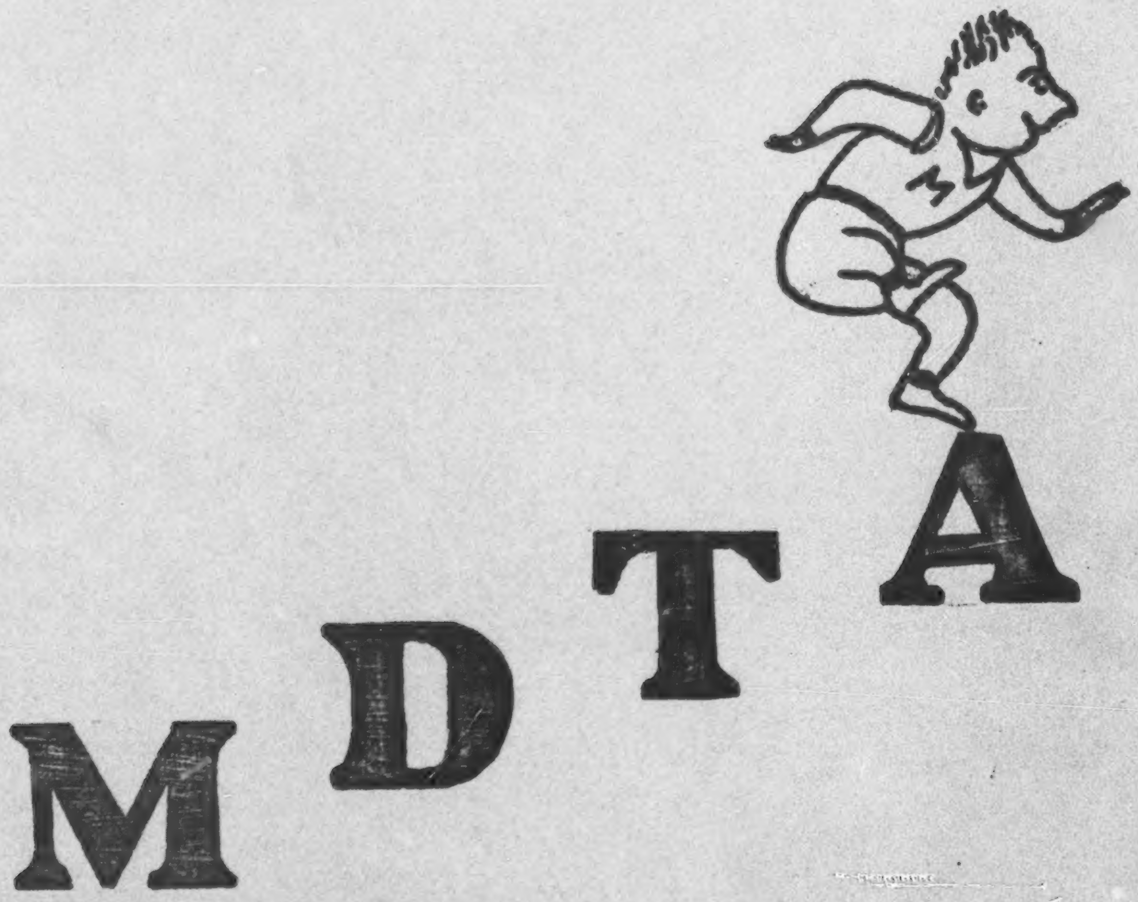
VI. AGENCY COORDINATION

Modesto Department of Employment

Stanislaus County Department of Welfare

Vocational Rehabilitation

State Department of Education



VI. AGENCY COORDINATION

The very nature of the Manpower Development Training Act requires that educational agencies will work very closely with local employment services. Problems which have arisen with the implementation of the project have required the assistance of a variety of other agencies to assist trainees in meeting their various problems.

This has been one of the most serious problem areas encountered by project staff since early efforts to find sources of financial support to implement the project. As has been reported in the background of the project, direct dealings with federal agencies bogged down in a mire of interdepartmental or interjurisdictional squabbles which paralyzed efforts to solve the problem. Further complications existed at the local level where the local employment service seemed unable to free itself to attack the problem until released to do so from the Director of the State Department of Employment. Problems were also encountered between divisions of the State Department of Education in how they looked at and understood the scope of the project as a total entity.

Stanislaus County does not have a functioning interagency council of social agencies or community planning body as is found in some communities. We have observed many problems within the various agencies in their ability to commit themselves to specific activities without complicated policy changes or approvals. Perhaps this can best be exemplified when one looks at the internal organization of several of the agencies operating at the County level. The Department of Employment operates locally with direct responsibility to the state office through various intermediary supervisory levels. The Farm Labor Office is not connected to the local employment service except at one of the intermediate supervisory levels. The Department of Welfare is responsible for servicing from the state Department of Welfare but is controlled by the County Board of Supervisors. The County Schools policy is determined by the County School Board, however, Modesto being a charter city has its separate board to determine policy. The Department of Vocational Rehabilitation is tied directly to its parent state level organization. As can be imagined, one of the great problems was to determine exactly where the decision making process was carried on. Unfortunately, when this was determined, it was often necessary to go directly to this decision making level by passing the "channels" in which the project had been immobilized. This then created problems for the workers locked in the channels and required a great deal of diplomacy on the part of all to work through and resolve the problems which arose. In some cases, this meant pointing out the problems of the local level in doing the job required of them, problems of manpower, equipment, manual orders, etc. Sometimes it meant pointing out that the resources were not available at the local level and did exist at the state level. Sometimes it meant being downright devious on our part and finding away to go around the problem to find an adequate solution.

A. The Modesto Department of Employment

As educational and employment staff gain more experience with the Multi-Occupational Project, smoother patterns of operation are beginning to emerge. Refinements are being made in selection and screening and opportunities to redirect trainees who are misplaced now exist with the Multi-Occupational Training Project which did not exist under the previous single project approach. Mrs. Painter has worked closely with Mrs. Cline of the Employment Service in identifying those trainees who would benefit from prevocational work. Greater attention in the initial selection is being given to the eventual employability of the trainee. We have also identified the following groups in which there is some question as to whether we have the skills to make a material change in their attitude toward the work world. These are: the seriously emotionally distrubed, the obviously mentally retarded, and the older man with a record of continuing alcoholism. It has also been necessary to restrict the number of men on probation or parole in the project at any one time.

Greater attention is being given to the orderly scheduling of the various vocational sub-projects in order to balance the workload of both the employment service and the educational program. Training dates will be able to be established much farther ahead because the major burden of program development has been completed thus eliminating the frantic rush to get the project approved, set up and operative.

Employment personnel are quite willing to identify problem areas and plans to overcome them are discussed cooperatively. Sometimes, this means appealing to the state director for assistance, however, the local staff seems to be in accord with this process when it is decided to be mutually beneficial.

Discussions are currently underway as to how the Job Development problem might be solved in order that the work can be done successfully and the Department can discharge its responsibilities in this area.

One area which will need additional attention is the reevaluation of the job demand areas in total so that we don't become emmeshed in the single MDT 1's sent forward for approval and funding which have plagued other districts. There seems to be much advantage in developing a package of several areas early in the fiscal year to assure that funds will be available as needed to get the project underway.

B. The Stanislaus County Department of Welfare

Prior to the implementation of the Multi-Occupational Training Project, channels of communication between the Welfare Department and the Adult Division had been established in relation to the Work-Training Project operative within that agency. Many of the problems encountered had been previewed by that limited experience.

As the prevocational sub-project became operative it was obvious at a very early date that a number of the trainees would be welfare recipients and that it would be advisable to have a liaison caseworker assigned directly to the project. Initially, it was decided that this caseworker would act as a go-between between the school and the recipients case worker. However, as the organization has developed, more and more of the prevocational cases have been assigned to the single caseworker, rather than assigning the case load on a geographical basis. The multiplicity of non-learning problems became evident, some of which could be serviced by the Welfare Department, and some of which could not. The Director of the Welfare Department, Mr. Quissenbery, requested state level assistance in exploring ways that these needs could be met and ways in which sufficient personnel could be secured to service trainees in all vocational sub-projects rather than just those in the prevocational program. To this end, a request for assistance under the Economic Opportunity Act was initiated by that agency, approved by the Board of Supervisors and is now in Washington awaiting final approval.

Approval of this application will allow for short-term assistance for trainees who need minimal assistance to make them employable and should do much to overcome the non-learning problems engendered. This application will provide for two full time caseworkers in residence at New Hope who will service all vocational training projects.

C. Vocational rehabilitation Department

When faced with growing non-learning problems which obviously were going to affect the employability of the individual trainees, a search for sources of assistance was not very rewarding in particular areas. At State Director of Employment Tieberg's suggestion, contact was made with the local office of the Vocational Rehabilitation Department. Mr. Haskell interviewed a number of students for whom we could find no other resources for assistance and initiated assistance for several of them -- particularly with problems of teeth and eyes. This is a long range and expensive program to pursue in view of the requirements that the case have a thorough physical prior to any assistance given. Likewise, the resources of the Department are limited in Stanislaus County at best and could not be diverted in the extent necessary to assist the students with all of their programs. After the first group qualified for assistance, problems have been held somewhat in abeyance depending the outcome of the Welfare EDA application.

D. State Department of Education

Being the third Multi-Occupational project to be approved in California and including the prevocational phase as an integral part of the project, provided a number of problems in working with the various offices of the Vocational Education Division of the State Department of Education. We found that we were working with four different offices of the division, each with a certain degree of autonomy when it came to developing procedures as it affected MDTA in their departments. Problems arose whereby one office would approve an expenditure but another would deny the same expenditure. Confusion existed on the dispersal of administrative and supervisory costs between the vocational sub-projects and the prevocational sub-project. Work-load varied within the offices causing some delays in approval of various projects requiring that changes be made at the local level. All four offices were also responsible for the approval of the prevocational sub-project and in essence were pioneering along with us on this particular phase of the project. Many of the problems were eliminated by frequent phone calls and trips to Sacramento by both the project directors and the program supervisors.

In order to facilitate the planning for the second year of the project, a meeting of all interested state level people and their corresponding local level counterpart was held in Modesto in April. At this time, the problems of functioning with the multi-occupational framework were discussed, the project application for the second year of the prevocational sub-project was discussed and all had an opportunity to view vocational sub-projects in operation. This meeting appears to have done a great deal to increase understanding of the philosophy and operation of the project in Modesto on the part of the state consultants and in establishing better relations between the local supervisors and the state offices.

VII. COMMUNITY LIAISONS

Advisory Committees

Public Information

Job Development

VII. COMMUNITY LIAISONS

A. Advisory Committees

The relationship of local social problems to the economic life of the community makes mandatory a very close tie between the educational process as devised by the educational institution and the potential labor market through those who direct it. No segment of education has a greater tie in with the on-going economic, political, and social life than does adult education and most particularly such vocational training projects as occur under Manpower Development and Training Act.

1. Vocational Advisory Committees

Advisory committee assistance is sought regularly in many curricular areas of the college program. However, this assistance mounted in importance as many new problems arose which needed the thinking of knowlegeable people. Such problems were: (1) a realistic assessment of the demands of the local labor market, (2) identification of the component parts of a practical training program, (3) identification and location of an adequate training facility, (4) recommendations on potential instructional staff, (5) identification of necessary instructional materials and equipment, (6) assistance in locating opportunities for work experience, (7) identification of areas which might be provided in the regular program as continuing educational activities for MDTA trainees and other workers in the vocational area, and (8) recommendations for the solution of problems as they arose in the implementation of the various sub-projects.

Advisory committees generally number five to ten persons from community members in the following capacities: Persons at the management and supervisory level, persons with labor and union responsibilities, persons with placement responsibilities from the Employment service, persons who will have instructional responsibilities and the person charged with or have had the responsibility of program development in that area. As job development workers are operative they also will work with advisory committees. In each case, the advisory committee had evidenced concern in the vocational area as a whole rather than just as an MDTA project. This had been most advantageous in pointing out areas in which program development would be fruitful in the regular program as well as MDTA projects.

At the present time, advisory committees are lending their assistance in the following vocational areas: nursing, custodial training, service station attendants, culinary arts, dry cleaning, homemakers, groundsman-gardener, agricultural workers, medical and dental assistants, sales and office workers. It is safe to say that without the assistance of these many interested people, the program could not be successful, particularly in view of the magnitude of the job that needs to be done.

2. Overall advisory committees

Early in the struggle to find resources to implement a program of basic education, it became evident that the understanding and assistance of a great number of local citizens would have to be solicited. Because the project had ramifications for county government, city government, labor, management, industry, agriculture, law enforcement and many other interested groups, it was mandatory that representatives of all these segments of the community be brought together to assist in the solution of the problems. Although this committee has met infrequently, individual members of the committee have given freely of their time in assisting with the solution of specific problems, particularly of an intergovernmental or interjurisdictional nature and have been of estimable value in recommending persons who would serve well on the vocational advisory committees.

B. Public Information and Education

1. Speaking Engagements

The demands by the local community for information concerning the program have been almost overwhelming. The double work load of all adult division staff and the limits of our energy created real problems in meeting the demand. However, since the multi-occupational project is a new educational concept and since the success of the project is in many ways dependent on the acceptance of it by the local community, every effort was made to provide information services when possible. The major burden of public speaking was carried by Dr. Hertert and Mr. Rhodes, with their sometimes speaking to five different groups during a given week. As supervisory and instructional staff became operative, they shared the speaking engagements and in some cases, trainees assisted them in this task.

Three major purposes are served when the staff speaks to local groups. These are (1) opportunity to acquaint the group with information based on facts rather than opinions or attitudes, (2) opportunity to acquaint the group with the program which has been developed to overcome the problems, (3) opportunity to acquaint the group with problems which continue to exist and need solutions which must be developed through the assistance of the community.

Many positive things have occured as a result of these speeches over and above the informational results. Assistance with the student loan fund, work experience and other aids have happened.

2. Newspaper Coverage

The tremendous assistance provided by the local press in coverage of the project and interpretation of the problems which arose in its implementation have been invaluable in opening the doors of understanding on the part of the local community. The Modesto Bee has been most generous in its coverage and the Voz Latina has also informed the Mexican American Community. Articles have also appeared in the Adult Division's Evening Enterprise and the Day School's Pirates Log.

3. "Visiting Firemen"

One of the most serious problems met after the project started was the many requests to visit the project particularly at New

Hope. Fortunately we had had warning of this problem from the staff at Hunter's Point and had determined not to fall prey to this problem if it could be avoided. Visitors are of various types: (1) Visiting teams from state and federal agencies writing reports of field operations. This group is very demanding of time and energy. Unfortunately, little return information is fed back to the projects visited by these groups. (2) Educators and staff from local employment services who are interested in developing a multi-occupational project in their local communities. This group is seeking information of specific nature. They likewise require much staff time with limited feedback and since these visitors are just being oriented to this type of work, they have little information to share with us in our project. (3) State and local agency persons responsible for or interested in the operation of the project as it relates to their job. This group provides the greatest feedback of information and ideas to the project staff. It is this group that is concerned with the actual operation of the multi-occupational project as an attack on community problems. (4) Interested local citizens. Many local citizens have expressed considerable interest in all phases of the project. Wherever possible these persons are put to work as resource people at the various projects so that trainees can have the benefit of their experience.

Three problems are inherent in providing for visiting firemen. The most evident is the tremendous amount of staff time and energy required in hosting the visitors. Perhaps more serious is the problem of being sure that the activities observed by the visitor are in the proper perspective as to what is really going on in the sub-project. Because of the magnitude of the project and the non-conventional approaches being tried, any observation taken out of context can be detrimental to understanding of the total effort. This problem also exists in working with substitute teachers on a one day assignment. The third problem, and perhaps the most important, exists in the feelings of the student, who dislikes the feeling that they are in a fish bowl.

In order to short circuit some of the "visiting firemen" who visit the project without the proper orientation to interpret what they are seeing, a series of monographs on the various phases of the project (similar to the parts of this report) will be prepared for distribution prior to visitation. This may be in printed form or on tape. A definite policy has been established for the protection of the students from disruptions in the classroom, that visitors will be free to visit with students during break time but will not be permitted to visit or observe in the classroom unless invited by the students to participate.

It should be noted that the local employment staff have been most helpful in attempting to cluster such visitations as are required of them so that they can be kept to a minimum serving as large a group as possible rather than many small groups.

4. Open House at New Hope

Because of the pride of the students in their school and the interest of their families in the work in which their spouses are engaged, an open house was held during the evening hours on March 23, 1965. The trainees undertook to develop game rooms for the children, classroom displays for the adults and refreshments were served to all of the approximately 500 persons who attended. Members of the City Schools, the Staff, and the Board of Education and of the Yosemite Junior College Board were also invited to the open house. Trainees were particularly anxious that the petroglyphs which they had "rescued" at Exchequer Dam were well displayed and they worked over the weekend to see that they were properly mounted.

The staff of the project hoped that by visitation to the school the families of the trainees would have a better understanding of the work of the trainees and also that the children after having visited the parent's school would encourage the parents to visit the children's school during Public Schools Week which was soon to follow.

As yet, we have not determined how to provide social opportunities for trainees and their families which will not produce problems which are difficult to control. Trainees now are working on a picnic day for the children now attending summer school.

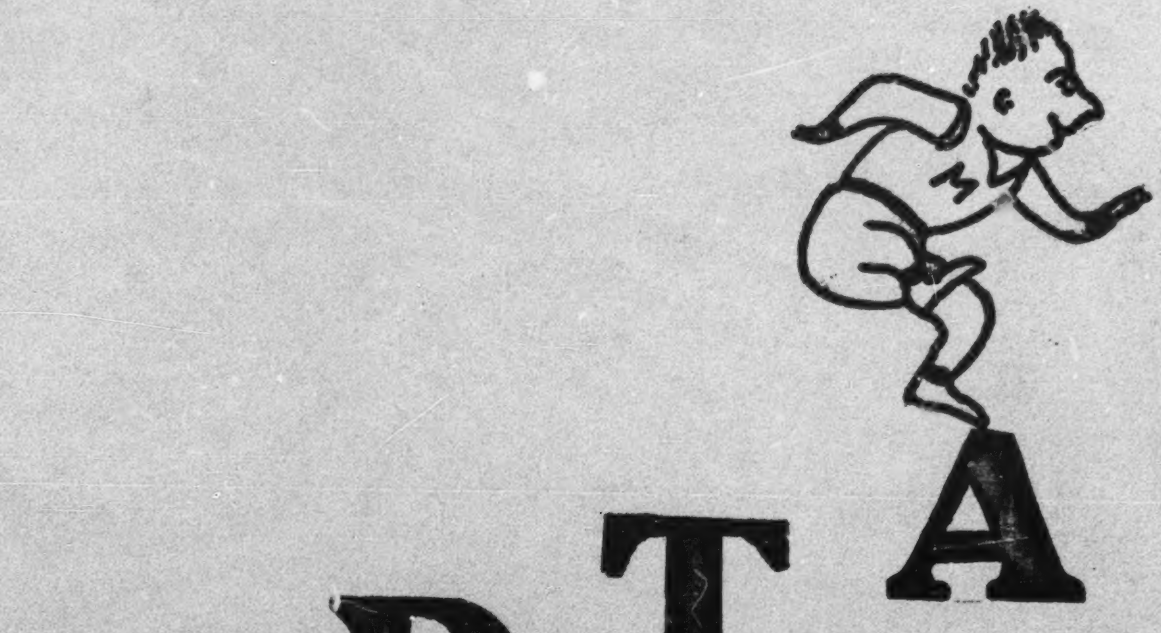
C. Job Development

An emerging problem as noted elsewhere in this report, has been the identification of jobs requiring trained employees and positions where work experience activities can be carried out. Because of the tremendous demands upon the staff at the Employment service it appears that an organized attack in uncovering job placements will need to be made by staff assigned specifically to do this task. In cooperation with the Department of Employment, a trial activity is being carried on during the months of July and August whereby selected trainees from the prevocational sub-project will go out into the business community seeking jobs for trainees enrolled in vocational sub-projects. It is anticipated that these trainees will also do much to interpret the goals of the Multi-Occupational Project during their work in locating jobs. If this approach proves fruitful, efforts will be made to continue this activity on the part of selected trainees under the supervision of the Job Development Specialists.

VIII. THE COMMUNITY COLLEGE, ITS RESPONSIBILITY AND PROBLEMS

Philosophical Framework

Problems



VIII. THE COMMUNITY COLLEGE AS THE DESIGNATED TRAINING FACILITY

A. Philosophical Framework

The primary responsibility of the Community College is that of extending educational and vocational opportunities to all members of the community who are of post high school age and who can profit from instruction.

The stated aims of Modesto Junior College clearly accepts this responsibility with all of its ramifications. These aims as adapted by the Board of Trustees are as follows:

1. The college is committed to the practice of democracy as a means of preparing students for responsible citizenship in a contemporary society.
2. The college is committed to the policy of providing equal educational opportunities, consistent with the student's ability and preparation for all people of post high school age.
3. The college is committed to a policy of granting to each individual, the maximum freedom of choice and the opportunity to exercise personal initiative.
4. The college is committed to a policy of accepting students at any level of achievement and providing, when feasible, the educational program necessary for the student's progress in his chosen field.

This objection gave form to the guiding principles by which the program to train the undereducated and unemployed adults was developed.

B. Problems Encountered

Lacking the resources to implement a program to serve the needs of this group, it was necessary for the college to seek outside support as noted previously in this report. Since the project as it has been implemented, is somewhat outside of the routine activities of the college, many problems arose which required the assistance of many of the college staff to solve.

1. It soon became evident that few if any of the curricular offerings of the college could be adapted to serve the needs of the potential trainee and the demand job market. Each vocational sub-project required the development of a course of study, training facility, instructional staff, and student services which did not exist in the regular day or evening programs.
2. The scope of the program needed to make an impact on the problems which existed made such extensive demands on staff time that these soon overburdened the regular staff necessitating the addition of staff charged with responsibility solely for the MDTA program. Unfortunately the law requires much of the program development be completed prior to the authorization to hire staff to do the job.

3. Although the MDTA program provides an additional avenue through which the interests of the student and the community are served and as such should be considered an integral part of the program offered by the college, because it does not follow the familiar routine of the college, it is easily considered as "something extra" competing with the more established program for staff and services. It is anticipated that this problem will diminish as new programs which have been pioneered through MDTA becomes an integral part in the regular program of the college as it seeks to serve the needs of the total potential student body and the local community.

4. It likewise soon became evident that the additional work load necessitated by the MDTA program could not be added to existing services of the business office, the personnel office, transportation services, maintenance work, placement and testing service without some additional equipment, supplies, or staff being provided. The needs which arose which were not readily evident at the beginning of the project have required continual adjustment to the problems as they arose. As noted in the organizational section of this report, these services have been provided for as soon as possible.

5. The seasonal demands of the project complicated by the late approval date and the almost overwhelming task of program development which limited the lead time needed to implement a sub-project often necessitated temporary use of equipment, facilities, supplies and staff in order that the deadlines were met. The willingness of the regular staff of the college and the City Schools to assist in meeting these demands did much to tide us over these difficult days. It is not anticipated that this will continue to be a problem.

6. It must be noted that the past year has most probably taken its greatest toll from program development and services to teachers in the regular adult program. The attention of the regular staff was necessarily diverted to assist in getting the MDTA program off the ground. This situation is considerable improved at the writing of this report. It should also be noted that a plus factor exists in the very nature of the stated problem in that much feedback on the characteristics of our adult students, needed services, new areas requiring continuing program development and new resources available through work with advisory committees and community agencies is already beginning to find its way into overall program planning.

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